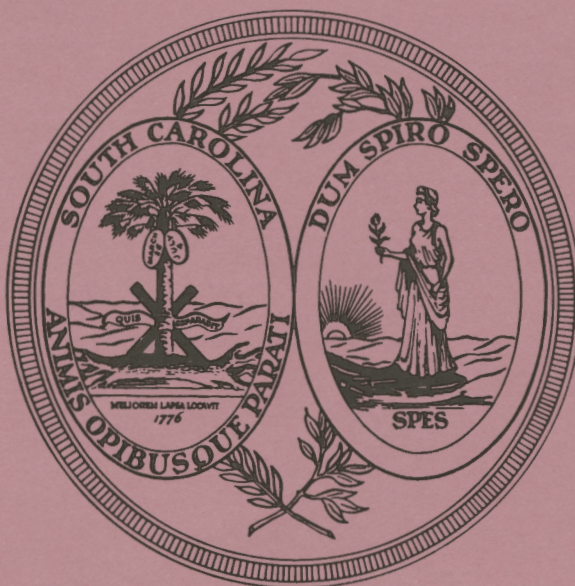


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SOUTH CAROLINA STATE COLLEGE



ANNUAL REPORT 1989-1990

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South Carolina State College

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ALBERT E. SMITH
President

August 30, 1990

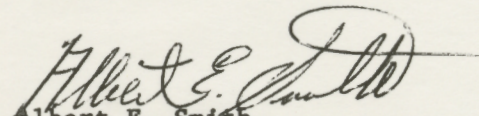
TO: **His Excellency, Governor Carroll Campbell, and Members of the General Assembly**

On behalf of South Carolina State College, I have the honor to transmit herewith the Institution's Annual Report, which outlines the activities of the College during the 1989-90 fiscal year that ended on June 30, 1990.

As President, I express deep gratitude to the members of the Board of Trustees for their continued participation in the affairs of the College. They have served with distinction through their attendance at scheduled meetings and various other activities and social events of the College.

We commend you and the Board of Trustees for your understanding of and commitment to the fulfillment of worthy educational goals.

Sincerely,


Albert E. Smith
President



ALBERT E. SMITH
President

August 30, 1990

INSTITUTIONAL ACCREDITATIONS

South Carolina State College is accredited by the Southern Association of Colleges and Schools, and is a member of the Council of Graduate Schools in the United States. Undergraduate and graduate teacher-education programs are approved by the South Carolina State Department of Education, the National Association of State Directors of Teacher-Education and Certification (NASDTEC), and the National Council for the Accreditation of Colleges of Teacher-Education (NCATE). Also, the programs of the School of Home Economics are accredited by the Council for Professional Development of the American Home Economics Association. The Counseling and Self-Development Center is accredited by the International Association of Counseling Services, Inc., and the Rehabilitation Counselor-Education Program by the Council on Rehabilitation Education, Inc. (CORE).

Sincerely,



ALBERT E. SMITH
President

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OFFICERS OF ADMINISTRATION

for Business and Finance

J. Ronald Quinn, B.S., M.Ed., Ph.D. Dean
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Adult and Continuing Education

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School of Education

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School of Freshman Studies

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Alumni Affairs

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1890 Research and Extension

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Institutional Self-Studies

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Small Business Development Center

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Information Resource Management

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Bernard Haire, B.A. Director, Student Activities

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Intercollegiate Athletics

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Research and Grants Administration

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Special Academic Programs and Title III Coordinator

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Instructional Media Center

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Donald Ray Small, B.A., M.A., Ph.D. Director
Psychometrics

Arthur L. Smith, B.A. Director, Auxiliary Services

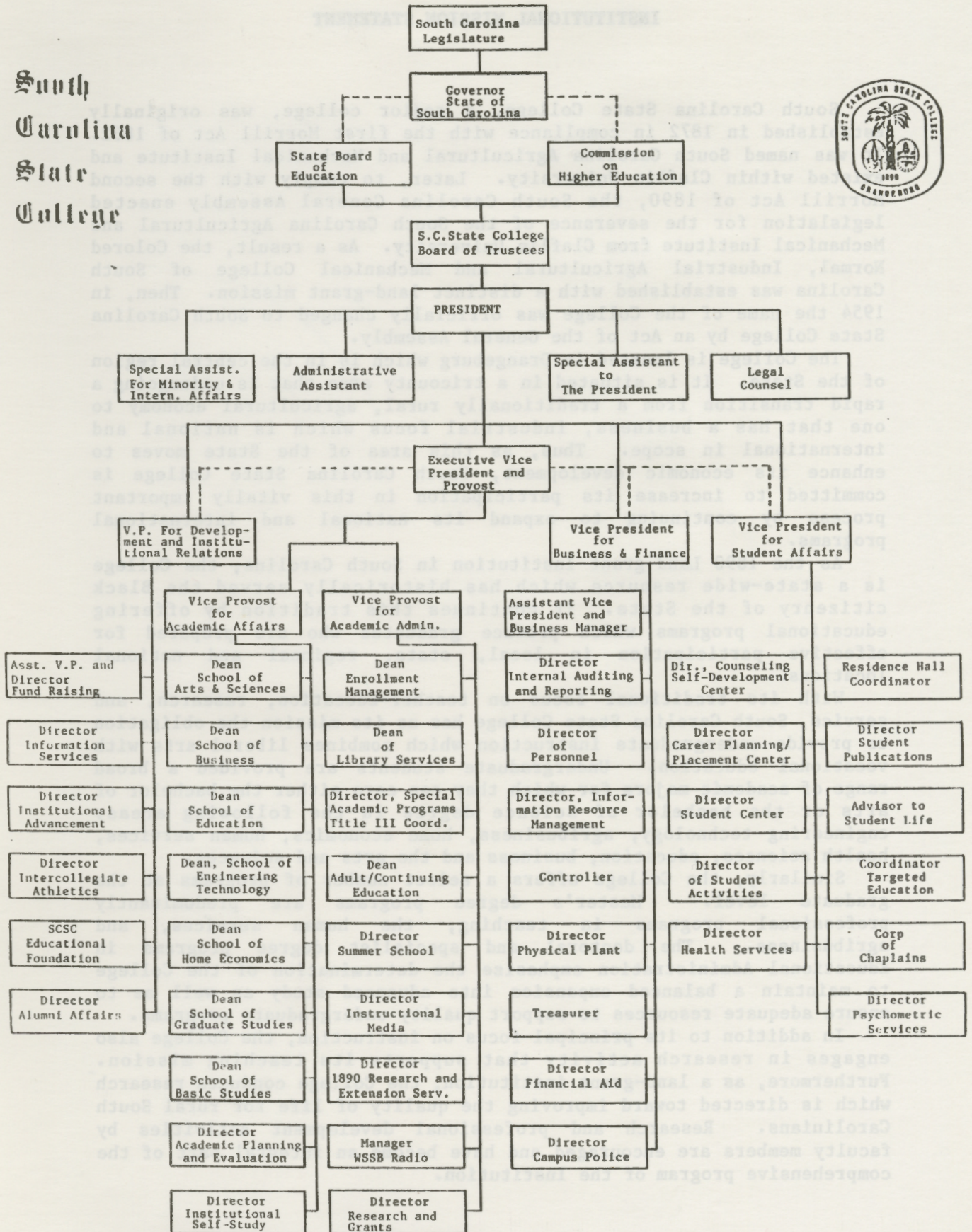
Bettylou R. Terry, B.S. Director
Public Information Services

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 Shirley M. C. James, RN, B.S.N., F.P.N. Nursing Supervisor
 Deloris Sistrunk, M.D. College Physician
 Geneva Billups, B.A., M.A. Residence Area Coordinator
 William H. Hammond, B.S., M.Ed. Residence Area Coordinator

Dean James Washington, Jr., B.S., M.A., Ph.D.
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 Physical Plant
 Director Margaret Black, B.S.
 Financial Aid to Students
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 Director Ray Leland, B.S., Ph.D.
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 Honors Program
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 Psychosocial
 Director Arthur L. Smith, B.A.
 Auxiliary Services
 Director Bettylou E. Terry, B.S.
 Public Information Services

ADMINISTRATIVE ORGANIZATION

South
Carolina
State
College



INSTITUTIONAL MISSION STATEMENT

South Carolina State College, a senior college, was originally established in 1872 in compliance with the first Morrill Act of 1862. It was named South Carolina Agricultural and Mechanical Institute and existed within Claflin University. Later, to comply with the second Morrill Act of 1890, the South Carolina General Assembly enacted legislation for the severance of the South Carolina Agricultural and Mechanical Institute from Claflin University. As a result, the Colored Normal, Industrial Agricultural and Mechanical College of South Carolina was established with a distinct land-grant mission. Then, in 1954 the name of the College was officially changed to South Carolina State College by an Act of the General Assembly.

The College is located in Orangeburg which is in the central region of the State. It is situated in a tricounty area that is undergoing a rapid transition from a traditionally rural, agricultural economy to one that has a business, industrial focus which is national and international in scope. Thus, as this area of the State moves to enhance its economic development, South Carolina State College is committed to increase its participation in this vitally important process by continuing to expand its national and international programs.

As the 1890 Land-grant Institution in South Carolina, the College is a state-wide resource which has historically served the Black citizenry of the State. It continues this tradition by offering educational programs which produce graduates who are prepared for effective participation in local, state, regional and national locations.

With its traditional focus on teacher-education, research, and service, South Carolina State College has as its mission the obligation to provide undergraduate instruction which combines liberal arts with vocational education. Undergraduate students are provided a broad range of academic majors for which they can earn either the bachelor of arts or the bachelor of science degree in the following areas: engineering technology, agribusiness, home economics, human services, health sciences, education, business and the arts and sciences.

Similarly, the College offers a select number of programs at the graduate level. Master's degree programs are predominantly professional programs in teaching, the human services, and agribusiness. The doctoral and specialist degree programs in Educational Administration emphasize the determination of the College to maintain a balanced expansion into advanced study as well as to ensure adequate resources to support quality undergraduate programs.

In addition to its principal focus on instruction, the College also engages in research activity that supports its teaching mission. Furthermore, as a land-grant institution, the College conducts research which is directed toward improving the quality of life for rural South Carolinians. Research and professional development activities by faculty members are encouraged and have become an integral part of the comprehensive program of the Institution.

As a part of its expanded mission, South Carolina State College considers the provision of community services vitally important. These services are provided through (1) programs related to agriculture, (2) adult and continuing education, (3) research, and (4) reference and resource areas. Each of these services is designed to create a mutually beneficial relationship between the community and the College.

South Carolina State College is fully committed to its mission, which is to provide for all students quality academic programs as well as research initiatives to support these programs. The ultimate objective is to ensure that all students will be able to work and live productively and successfully in a rapidly evolving high-technology society as a result of their educational experience at the College.

SOUTH CAROLINA STATE COLLEGE INSTITUTIONAL GOALS

1. To respond to emerging professional and technological demands by revising existing programs and by implementing new ones.
2. To recruit and to maintain a quality faculty and a well-prepared staff to support the academic programs; to support professional development activities; and to provide the funding for adequate and equitable salaries to contribute to the maintenance and development of high morale on campus.
3. To improve progressively the quality of demonstrated academic performance of students.
4. To develop an assessment plan which evaluates academic effectiveness, student development, support services, and administrative operations; and to use these results in a broad-based continuous planning and evaluating process.
5. To develop and to implement a marketing and student-recruiting plan based on documented research which is designed to diversify the student body in order to maintain enrollment at a five percent growth rate, per year, through 1991-92.
6. To continue to provide and expand support programs in order to improve the quality of general campus life to meet the needs of all students.
7. To expand the revenue-base of the College by increasing external financial support through the establishment of mutually beneficial relationships with corporations, private foundations, and governmental agencies, and by promoting an increase in active membership in the alumni association.
8. To expand the research focus on the Institution; to enhance its capability to conduct a wide spectrum of studies in all areas of the College; and to engage in collaborative research efforts with other educational institutions as well as with local, state, and federal agencies.

9. To help students to develop an understanding of self and to grow in personal, nonacademic areas, such as self-discipline, independence, adaptability, and personal responsibility.
10. To provide curricular offerings that will increase opportunities for nontraditional students to receive a college education.
11. To increase the international focus of the College by encouraging research with an international perspective, by recruiting more foreign students, and by providing greater opportunities for students and faculty to learn about other nations.
12. To fulfill the social responsibility of the College to the greater community by providing services that will improve the quality of life for the general citizenry.
13. To have the institutional accreditation of South Carolina State College reaffirmed by the Southern Association of Colleges and Schools, and to increase the number of academic programs which are accredited by professional accrediting bodies.
14. To maintain an equitable distribution of the base financial resources (budget) of the College among the four major divisions: Academic Affairs, Student Affairs, Development and Institutional Relations, and Business and Finance.
15. To maintain an intramural/intercollegiate athletic program which complements the academic program and is an integral part of the mission of the College which is to prepare students, in mind and body, for life-long leadership skills.

STATUTORY AUTHORITY AND HISTORY OF COLLEGE

The Constitutional Convention of 1895 enacted provisions authorizing the Legislature to create the College by a severance of the state's interest from Claflin University. In pursuance of such authorization, the General Assembly in 1896 enacted statutes providing for the establishment of a normal, industrial agricultural and mechanical college. The same Legislature provided for the appointment of a Board of Trustees, an administration, a faculty, and the adoption of rules and regulations to govern the operation of the College.

Pursuant to this organization, a faculty, composed of thirteen South Carolinians, was chosen by Dr. Thomas E. Miller, a former Congressman from South Carolina, who had been appointed as the first President of the College; and on September 27, 1896, the doors of the Institution were opened. The College plant consisted of one hundred and thirty-five acres, eight small buildings, a small dairy herd, and a few farm animals. Because of the meager facilities, academic instruction was mostly given on logs hewn from the campus wilderness, in the tradition of the Mary Hopkins ideal college. These logs were later made into lumber for the first dormitory and classroom buildings.

In 1911 Robert Shaw Wilkinson, a native of Charleston and a former Professor of Physics at the College, was elected President. Under his administration the income of the College was increased from both federal and state sources, and a federal appropriation for extension work was added.

After twenty-one years of sincere service, Dr. Wilkinson passed; and on March 15, 1932, the presidency of the College was undertaken by Miller F. Whittaker who at that time was Director of the Mechanical Department. Some of the outstanding activities that marked President Whittaker's administration were the establishment of a Law School, Extension School units in fifteen South Carolina communities, and a Reserve Officers' Training Infantry Unit.

President Whittaker gave eighteen years of dynamic service to the College, and in 1949 he died with a firm faith that: "The college is serving the people of this state as never before. The worth of the institution is best expressed in the community relationship which it maintains and the improvement of rural and civic life which it promotes through its graduates, its faculty, and its extension agencies. The College has exhibited its economic, civic, and social worth to the Commonwealth of South Carolina."

In 1950 Benner C. Turner, Dean of the School of Law, was elected President of the College. He retired in 1967 after seventeen years of service. Under President Turner's administration the growth of the College was tremendous, both in academic activities as well as physical and human resources. Outstanding changes included the rapid growth of both undergraduate and graduate enrollments; increases in the number of faculty and staff; increases in the number holding doctoral degrees; the reorganization of the administrative and instructional areas of the College; major improvements in the physical plant which included the renovation of buildings and the construction of many new buildings, among which were a new academic building, and dormitories for both men and women, a cafeteria, walkways, drives, roads and attractive landscaping, all of which have added to the comfort and beauty of the campus.

Upon the retirement of Dr. Turner, the Board of Trustees appointed Dr. M. Maceo Nance, Jr., Vice President for Business and Finance, as Acting President of the College to serve until a successor to the former president could be chosen. The appointment became effective June 24, 1967. Dr. Nance was elected President by the Board on June 23, 1968, and was inaugurated November 27, 1968. Under President Nance's administration, the college experienced unprecedented growth in academics, students, faculty, staff and physical facilities. Twenty degree programs were established, including the doctorate in Educational Administration. The majority of the faculty held doctoral degrees. Many academic programs received professional accreditation, while the college maintained its regional accreditation. Scholarship programs and faculty chairs were enhanced and initiated to promote the pursuit of knowledge. In keeping with the land-grant mission of the college, the 1890 Research and Extension program (United States Department of Agriculture), through its services and research, assisted in improving the quality of life for the citizens of South Carolina. In recognition of the need for additional school-community interaction, an Adult and Continuing Education unit and a comprehensive

college-community relations program were established and promoted. National and international awards were bestowed on many academic programs and extracurricular activities. Dr. M. Maceo Nance, Jr., retired June 30, 1986, after serving as President for 19 years.

On July 1, 1986, the Board of Trustees appointed Dr. Albert E. Smith as the sixth president of the College. Dr. Smith was inaugurated on February 28, 1987. Under President Smith's administration, reorganization of administrative and academic areas of the College were implemented. He brings to this great office a wealth of talent, experience, energy, commitment, and optimism. His aim is not only to build on the foundations laid by his eminent predecessors but also to pursue new directions geared to the provision of quality education and a thrust for academic excellence throughout the Institution.

ADMINISTRATION

The various components of this report provide informative details on many of the achievements and activities of the Institution for the past year.

Through the Office of the President, we have continued efforts in articulating to the entire State of South Carolina the problems and concerns of the Institution. The successes we share at South Carolina State College are certainly the result of the collective vision and concerted efforts of the members of the entire college family. We are firmly committed to quality learning in higher education. We are aggressive in our attempts to demonstrate and maintain the kind of confidence and academic respectability that our students need to realize that they are getting a quality education.

STATE OF THE COLLEGE 1989-90

Academic Year 1989-90 was one that saw continued growth at South Carolina State College. The Institutional self-study effort that was launched in the Fall of 1987 is in the final completion, as the College anticipates reaffirmation of its accreditation by the Southern Association of Colleges and Schools (SACS). Every area and program has undergone close scrutiny, in preparation for the on-site visit on February 5-8, 1990.

In Academic Affairs, the final phase of a comprehensive assessment program was completed, to include a full-time Assessment Director. Major evaluations in Business, Criminal Justice, and Social Work were performed by the South Carolina Commission on Higher Education (CHE). Preliminary reports from these evaluations have been positive. In addition, Engineering Technology programs were reaccredited by A.B.E.T. and the Off-Campus Program in Electrical Engineering Technology received a positive "substantive change" evaluation by SACS. Accreditation of the Home Economics program was reaffirmed by the American Home Economics Association. The Psychology and Sociology programs were given full approval by CHE.

Ten faculty members were on advanced study leave during 1988-89, and some eighteen faculty were granted release time for sponsored research, a substantial increase over the previous year. In the same vein, professional development activities continued to increase in quantity and quality. Scholarly activities increased to 798, from 704 in 1987-88. These include a total of 226 publications and papers presented at professional meetings, up from 177 during the previous year. Seventy-two proposals were submitted for funding consideration. Faculty continued to make significant presentations and/or conducted seminars and workshops across the country.

Total student enrollment exceeded the projected 5% growth-rate set as a major institutional goal in 1986-87. The number of off-campus and evening courses totaled 115 in 1988-89, as compared to 94 in the previous year. Substantial progress was made in addressing the recommendations made by a major task force established in 1987-88 to study student life. Among the changes was the opening of a lunch bar, "The Pit," in the Student Center and the hiring of adult dormitory managers.

A Strategic Plan that includes comprehensive goals for the four Divisions is completed. This instrument will be the basic guide for the next five years, as the Institution continues to enhance its programs and its image.

ACADEMIC AFFAIRS

The Office of Academic Affairs is one of the two divisions of the Office of the Executive Vice-President and Provost, and is mainly concerned with the supervision of all academic schools, their departments and related activities. Responsibilities require involvement in all administrative functions related to this division, such as, planning, organizing, staffing, directing, coordinating, reporting, and budgeting.

Educational Programs

In the years 1986-89, very special efforts were directed toward preparing for the Institution's 1990 Southern Association visit. This was a very special visit in that it was the first time that the College would be evaluated under the newly revised SACS Criteria, (which emphasizes "institutional effectiveness"). The preparations resulted in a very successful visit with the Visiting Team offering only nine recommendations.

In 1986, the President pledged to get the Institution "SACS ready" and to keep it "SACS ready." Now that the SACS visit is concluded, our efforts will be devoted to maintaining SACS readiness as we go about the business of making SCSC an even better institution.

In addition to the SACS visit, major program evaluations during the 1989-90 academic year included CHE evaluations of program in Home Economics and Nursing. The results of the evaluation are not as yet available. At this point in time, all programs which have been offered for accreditation have been accredited.

Program Activities, Research and Professional Development

Involvement in Continuing Education--Inasmuch as this area will be reported on by the Vice-Provost for Academic Administration, little commentary will be provided in this report.

Suffice it to say here that the number of off-campus and evening courses totaled 188 for 1989-90. This represents a significant improvement over last year when 115 such courses were offered.

Professional Development Activities--South Carolina State College has several avenues available to the faculty for their continuing development. Leaves of absences for study, released time to conduct sponsored research projects, and financial support for the purposes of attending conferences and institutes are among the options available.

During 1989-90, ten faculty members were on extended leave for advanced study. Of these, eight received either full or partial financial support from the College. Two of these faculty are expected to return to the College in December 1990--both having completed the Ph.D. after three and one-half years of leave.

In addition to faculty on full-time leave, several other faculty are engaged in doctoral studies while employed full time. The College has assisted seven such faculty with released-time (where needed,) and funds made available to the College by a faculty development grant from the Westinghouse Corporation. Additionally, two faculty are receiving financial support to "retool" in new areas during the Summer of 1990.

The volume of faculty research is also increasing steadily as evidenced by the number of requests for released time for sponsored research. A total of 20 faculty members were granted released time for sponsored research (five of the grants were housed in the Foundation) as compared to 18 in 1988-89 and 14 in 1987-88.

As in the previous three years, the amount of state funds available to support professional development activities was extremely limited. This was reflected in the number of development activities

1989-90 -- 765 as compared to 864 in 1988-89 and 775 in 1987-88.

With state funding continuing to be inadequate, more and more reliance will be placed upon private funding similar to the Westinghouse grant. Efforts to secure such grants must come from individual faculty as well as from the Central administration level. As the 1989 edition of the SACS Criteria Notes, "individual faculty members are to take the initiative in promoting their own growth as teachers, scholars and, especially in professional and occupational fields, practitioners" (p.28).

Summary of Research and Scholarly Activities--Similar to the decline in the number of professional development activities, there was also a slight decline in the number of research and scholarly activities. These declined from 792 in 1988-89 to 700 in 89-90. This decline is probably the result of two major factors. First is the less than satisfactory funding level for professional development activities. The second factor which affected scholarly output was the extensive involvement of the faculty in the preparations for the SACS visit. Careful attention will be given to these areas next year to discern any trends.

Major Imperatives, Needs, Problems and Others

During 1989-90, the Academic Affairs Office was primarily concerned with completing the Institution's Strategic Plan and beginning its implementation, broadening its assessment activities, completing the SACS Self-Study, implementing the recommendations of the Self-Study Committees, and making final preparation for the SACS visit in early 1990.

All of the above were accomplished with considerable success. The goals for 1990-91 are as follows:

1. To proceed with implementing the Academic Affairs section of the Strategic Plan devoted to accreditation of academic programs, and developing a plan for reviewing all academic programs with a view toward recommending needed technological innovations in the curricula.
2. Select and procure three million dollars instructional equipment.
3. To expand program opportunities for honor students.
4. To implement the newly created Cultural Enrichment Program.
5. To continue efforts to expand faculty development opportunities.

Progress in Implementing Previous Year's Objectives

Last year, the Academic Affairs office had five major goals for 1989-90. Listed below are the goals and the progress made in attempting to achieve the goals.

1. Complete the Institution's Strategic Plan and begin its implementation.

This was accomplished late in the Fall Semester; implementation began immediately and is in progress. The Strategic Plan will be continually refined and updated and implementation will likewise continue.

2. Broaden assessment activities in the academic areas.

This was accomplished principally by developing and or adopting instruments to assess achievement in the students' major area. In addition, other non-academic areas were also required to develop/adopt assessment instrument/procedures.

3. Complete the SACS Self-Study.

This was accomplished late in the Fall Semester.

4. Implement recommendations of the campus Self-Study Committee.

The vast majority of the recommendations in the Academic Affairs

area were implemented before the SACS Visitation Team arrived on campus. The few remaining ones were implemented after the team departed.

5. Make final preparations for the SACS visit in early 1990.

This was accomplished. As indicated earlier, the Institution had a very successful re-accreditation visit.

Instructional and Academic Personnel

The College is staffed by a well qualified faculty and academic administration. These total 244 for 1989-90. Doctoral degree holders represent 55.7 percent of this number as compared to 54.5 for 1988-89.

The departments with the highest percentage of doctoral degree holders are:

1. Education Administration	100%
2. Psychology/Sociology	100%
3. Counselor Education	87.5%
4. Agribusiness	87.5%
5. Natural Science	78.2%

The ranking of schools according to doctoral degree holders are:

1. Education	71.4%
2. Engineering Technology	59.1%
3. Arts and Sciences	58.6%
4. Business	53.8%
5. Home Economics and Human Services	36.1%
6. Freshman Studies	13.3%

ACADEMIC ADMINISTRATION

The Office of Academic Administration is one of the two divisions of the Office of the Executive Vice President and Provost, and is mainly concerned with the supervision of all special academic programs and academic support services. Responsibilities require involvement in all administrative functions related to this division, such as, planning, organizing, staffing, directing, coordinating, reporting and budgeting.

Office of Institutional Self-Studies and Academic Planning

The Office of Institutional Self-Studies was established on July 1, 1987. The office was reorganized on July 1, 1990 to include the Office of Institutional Research and the Office of Assessment. The primary responsibility of the Self-Studies Office is to provide leadership and

technical assistance to all campus self-studies including departments, schools and divisions. Additionally, this office will be responsible for generating all institutional reports, (i.e. student credit hours, enrollment, teaching load, etc.) for internal and external functions. All campus-wide assessment activities emanate from and flow back to the office of Institutional Self-Studies.

The major activity in the office for the 1990-91 academic year will be the one year follow-up report of the Southern Association of Colleges and Schools (SACS) recommendations and suggestions resulting from the February 5-8 accreditation site visit. This office will also be responsible for monitoring units' compliance with recommendations made by accrediting bodies. The evaluation of students' academic performance and progress will be a major project for the office. Several external reports addressing this component will be prepared by this office.

During the 1989-90 academic year, the Office of Institutional Self-Studies will provide technical and other assistance to the following self-study efforts:

1. The Self-Evaluation of the Nursing Department for the Commission on Higher Education.
2. The accreditation visit of the National Association of State Directors of Teacher Education and Certification (NASDTEC).
3. The National Collegiate Athletic Association (NCAA) self-study.

In addition to above efforts, the office will continue to assist departments and school in obtaining institutional data and evaluation results.

Special Academic Programs

The Office of Special Academic Programs is responsible for the initiation of new federal and other support grants and proposals funded by non-state appropriated sources and other special activities which enhance and address the needs of the academic program. Towards this responsibility, the duties performed by the Director of Special Academic Programs were:

1. To educate, motivate and facilitate the grantsmanship process;
2. To provide management and supervision of funded proposals and projects when needed through assisting with planning, budgeting, application, implementation, monitoring and evaluation;
3. To develop applications for submission and serve as project director on a limited basis; and
4. To seek sources for project funding.

Specifically, the following activities highlight many of the major accomplishments:

- Secured funding for South Carolina State College's third-year funding of a five-year Title III grant for fiscal year 1989-90;
- Circulated information to deans, departmental chairpersons, faculty and/or other administrators announcing proposal, grant, research and/or special activity opportunities;

- Updated and maintained mini-library of grant and contract documents;
- Developed up-to-date agency and corporate resource file for institutional areas;
- Continued the development of a network of agency contact persons;
- Represented South Carolina State College at national conferences on Institution's capabilities;
- Served as Institution's representative at local, regional and national workshops, conferences and seminars;
- Secured funding and directed the continuation summer JTPA program.

The Office of Special Academic Programs assisted in the development of many of the proposals submitted by the College by way of one or more of the services listed:

- Co-Writing;
- Editing;
- Preparing final submission from draft;
- Compiling resource materials and institutional research data for inclusion;
- Assisting with budget preparation;
- Facilitating funding negotiations.

Office of Enrollment Management

The Enrollment Management Office provides seven (7) major services for the College. They are college marketing, student recruitment, admissions, student-record maintenance, student transcript productions and student registration and statistical data collection and reporting.

A brief statement about each service would include the following:

College Marketing. College marketing is the analysis, planning, implementation and control of carefully formulated activities designed to bring about voluntary exchange of values with target markets for the purpose of achieving college objective.

Recruitment. Serves to represent the college at in-state and out-of-state college day/night affairs, coordinate with alumni to represent the college at out-of-state fairs, mail recruitment materials, and interview and counsel prospective students.

Admissions. The processing of applications for admissions on the undergraduate and graduate levels; coordinates admissions processing for special students with Continuing Education; Student Support Services; corresponds with prospective students, provides information to parents and guidance counselors; collects and distributes admissions statistics.

Registration. Prepare and maintain master course schedules for each semester and summer session, provide an organized system for students to select courses to satisfy curriculum requirements, coordinate registration procedures with the Office of Business and

Finance, Financial Aid, Student Affairs, the College Bookstore, Campus Security, and the Computer Center, provide and maintain records of course selections and adjustments.

Records. Maintain true and accurate records of all academic course work pursued by students; coordinate with all academic schools; process students for graduation; verify enrollment data; maintain and provide academic scholarship lists; and complete forms requiring academic data.

Statistical Data Collection and Reporting. The generation of data for enrollment reports, providing academic statistics, producing data for proposals is the function of this area. Over 1400 reports are generated each year and the need is increasing.

Student Transcript Production and Distribution. Requires the compilation, certification and duplication of accurate academic records. It also requires timely distribution of same in accordance with college policy with proper documentation of each procedure.

Our office is now operating under the latest information Associates (IA) version. In May the 88.1 IA release was installed. This release greatly enhanced admissions and records programming and operational capabilities. As in any technical modification of this magnitude some problems do exist. Every effort is being made on the part of Enrollment Management and the Computer Center to resolve these problems before major difficulties occur. However, with the advent of SIS/PLUS other problems will exist.

In June, 1985, the Office went completely on-line using the Information Associates integrated data dbase. Most components are operational.

College Library

The Miller F. Whittaker Library in support of the College's tradition of teaching, research and service, supports its central "mission of providing undergraduate instruction which combines liberal arts with vocational education" and "its select number of programs at the graduate level." The library thus focuses its programs on the user and his search for library resources, and his competency in the use of library materials. The library supports the intellectual environment of South Carolina State College by providing information sources and services for the curricular, research and self-developmental needs of its student body, faculty and staff.

The academic year of 1989-90 has been an extremely busy one for the Miller F. Whittaker Library Staff. Accountability, performance measures and outcomes have been the major part of the library programs and services. Planning, implementation and evaluation are the major components of the library's programs and services.

A. Programs

1. **Bibliographic Instruction** - The goal of bibliographic instruction at the college is to teach basic and advanced

skills needed for a successful academic performance. The program is an on-going entity assuring each student exposure to basic and varied library experiences and information resources. Emphasis is placed on instructional methods that will help users select and evaluate those library materials appropriate to their needs.

Evaluation of the three levels of instruction is constant. Level One - Introduction to Basic Library Resources - is a part of the Freshman Seminar Course. Based on the data from previous classes and the Spring Semester, 1989, changes were made for the Fall, 1989 session. More emphasis was placed on selecting a topic, subject reference sources and the use of electronic indexes (DCD-Rom;'s) such as Newsbank and Infotrac. The library exercise, the Pathfinder, was labelled "The Bulldog Searcher." Findings from the evaluation showed that the majority (51%) of the students indicated that the lectures were easy to understand and that they (students) were confident in their ability to use the card catalog, basic reference materials, periodical indexes and the Book Review Digest. However, most of the students were not confident in using the electronic indexes (CD Rom's).

Noteworthy of Level II Instruction involving subject reference sources is the experiment, the Term Paper Clinic, with an English 100 class. Reference Specialists collaborated with the classroom instructor to guide students in topic selection, use of resources, construction of bibliographies and the mechanics of writing the paper.

A similar approach was utilized on Level III of the Bibliographic Instructional program with the Educational Administration Department. The coordinator of bibliographical instruction and departmental liaison formed a team to provide instruction to doctoral students in the use of educational and research resources. A wide range of educational resources and varied research materials were presented. Further assessment of instruction and resources relative to Level III will be made and appropriate changes will be instituted during the Fall, 1990 session.

2. Faculty Liaison Program - The purpose of the Faculty Liaison Program is to accommodate the informational needs of faculty and staff at South Carolina State College by keeping them abreast of new information resources. Reference and information Specialists keep abreast of informational needs through questions posed at the reference desk, attendance at departmental meetings and individual conferences. As a result, strategies for meeting informational needs were developed and implemented. The coordinator of this program was invited to a luncheon for new faculty, where she introduced various library

services and resources available to them. In an effort to reach everyone, brochures for faculty, staff and students were disseminated to all staff members at the college. Letters were sent to the faculty relative to the Faculty Liaison Program. Although librarians have made significant efforts in trying to accomplish the objectives of this program, there is much room for improvement. The type of activities performed by the Information Specialist were: (a) attended departmental meetings (4); (b) individual conferences (15); (c) prepared bibliographies/pathfinders/list of resources (12); (d) prepared program review reports/accreditation reports (4); (e) term paper clinics (1); (f) placed books on reserve (3); and (g) participated in workshops and conferences (6). It has been observed that where relationships have been established through this program that the faculty members frequent the library and continue to do so. This helps in establishing a relationship with librarians and faculty members, in which the librarians' assistance is sought for class assignments and research needs. This type of cooperation reinforces the importance of the integration of the classroom and the library. It provides a wide range of information sources for the students so that critical thinking can be reinforced.

Instructional Media Center

The Instructional Media Center provides the central services for Educational Technology at the College. Its primary objective is to develop awareness of the contribution of educational media to the improvement of the educational process. The Instructional Media Center, through its facilities, personnel, and services provide the training processes and efforts that will enable students and faculty to achieve desirable learning outcomes. Therefore, provisions for hardware and software available to the faculty, students, staff and administrative personnel on campus are made to the fullest extent, wherever and whenever possible.

Instructional Media is concerned with instructional and informational projects and production of materials. Instructional Media Services also takes on responsibility for coordinating IMC's faculty involvement in faculty development projects.

Media services are also concerned with the day-to-day support acquired for effective classroom presentational activity. The scope of our activity is campus-wide, and includes some support to the Center for Adult and Continuing Education and to Research and Extension. In the case of our film library activities, the primary thrust encompasses South Carolina State College, but we do render a measurable amount of community service from our film library.

The Administration of the college has demonstrated its commitment to the educational media services by providing adequate facilities, training professionals, a wealth of equipment and materials for its media services program. The program with administrative support, is directed toward the improvement of instruction.

WSSB-FM Radio Station

In compliance with the mission and goals of the College, designed to produce competent, self-supporting graduates who are concerned with the proper development of persons in their community, the state, and the nation, the radio station is organized around the concept of offering a wide variety of services not previously available.

The station is used primarily for training purposes to enhance the cultural and educational backgrounds of the students. It is also used for public affairs programs and local programs to meet community needs. The station programming is designed to create interest and to motivate the listening audience to think, read, and explore with a view toward increasing their knowledge and enhancing their skills.

Most importantly, the radio station serves as a laboratory for the broadcasting courses offered by the Department of English. These courses are designed to familiarize students with the principles, tools, and skills involved in announcing and other performing activities of broadcasting. The station is invaluable as a training medium for students in the broadcasting courses.

WSSB-FM Radio Station is a community/public radio with a different meaning to many people. For some, it is music, drama, and poetry; for others it may be news, sports, and talk shows coming into their private domains and vehicles. Public radio is also educational broadcasting. WSSB-FM 90.3 on the dial, in Orangeburg, is a valuable tool, and listeners have discovered a type of radio different from that normally found on the commercial band. WSSB-FM, with 80,000 watts, covering over 70 miles, is moving people emotionally and intellectually.

As an exciting aid to formal education, WSSB-FM serves as a training ground for over twenty-five students per semester in the areas of announcing, programming, production, music and management.

An educational-community radio station located in Nance Hall on the campus of South Carolina State College is an excellent means of channeling valuable human resources and knowledge to a wide area. The "Bulldog" family represents a rich source of information which is meaningful, and which is encouraging the intellectual growth of area residents.

It is a policy of WSSB-FM to report accurately those events which constitute matters of public interest. It is with great pride that we, the staff and management of WSSB-FM, are perpetuating the professional and qualitative image set by South Carolina State College.

The efforts of all the personnel at WSSB-FM are directed toward the ultimate product of the station, its program services. South Carolina State College recognizes the advantages of the medium of radio. WSSB-FM will continue to promote the needs of the Institution and the surrounding communities it serves.

Research and Grants Administration

The primary mission of the Office of Research and Grants Administration (ORGA) is to promote the broad concept of research at South Carolina State College. Since academic research has a unique role and responsibility within the framework of the overall mission of the College, its impact on the academic programs is both immediate and

direct. The generation of new knowledge through research contributes to the enhanced professional training of undergraduate and graduate students, as well as to the larger society. Improved plans for faculty development and enhancement of the academic program form the core of a vigorous, comprehensive research program for the College.

The Office of Research and Grants Administration is established and specifically charged with the responsibility of coordination and oversight for all research at the College. In this regard, it provides support services to all facets of the institution in the preparation of funding proposals to external agencies from the conceptual stage through the post-award reporting processes.

The overall research focus of the Office is consistent with the Institution's efforts to (1) devise and implement a strategic long-range plan for increasing financial resources from external funding sources, (2) improve the overall marketability of the College in the public and private sectors for enhancing financial growth and support, and (3) increase the visibility of the College and its' service to the public.

The Director currently performs the following duties:

- a. Directs and coordinates the writing of selective institutional proposals and research projects.
- b. Provides consultant services to faculty and staff in the development, writing, and submission of proposals for research grants and contracts.
- c. Keeps faculty/staff current on funding opportunities from all funding sources; public, private, corporate, and federal agencies.
- d. Coordinates and administers all sponsored programs through establishment and review of local, state, and federal guidelines.
- e. Advises the President and Central Administrative Staff on the status of research at the College and makes recommendations on enhancing and upgrading the institution's capabilities to fulfill its research mission.

During the period from July 1, 1989 to present, a number of activities and/or initiatives have been started, completed, or are currently in progress.

The many facets of research at the College range from fundamental biochemical studies of chemical compounds that could serve as blood surrogates, to genetic analysis of pheromonal courtship signals of insects, to development of comprehensive career access programs for minorities in science and technology, to internationally focused programs to study economic evaluation of the impact of research and extension on selected root crops in the Philippines and alternative investment opportunities in upland agriculture in Central and East Java, Indonesia.

The Office, now ending its second year of operation, is responsible for the coordination and oversight of all sponsored research and grants activities at the College. During the past 20 months the institution has received in excess of 8.5 million in research and grants from external funding agencies. Prominent among these have been implementation of the Westinghouse Institutional Enhancement Program for \$500,000 and the recent \$400,000 AT&T Computer Equipment Grant to the School of Business.

1890 Research and Extension

The mission of the South Carolina State Cooperative Extension Service is to provide research based, unbiased education for the adults and youth of South Carolina, in response to problems identified by citizens and Extension professionals.

1. Foster the improvement of agriculture.
2. Enhance management of forest resources.
3. Strengthen the family as individuals and as a unit.
4. Enhance rural and community development.
5. Develop human resources (to include leadership, citizenship, etc.)
6. Fulfill national and/or state mandated programs

This mission recognizes the need for educational programs which contribute to consumer and producer welfare. Programs are offered to people of all ages regardless of race, color, sex, religion, national origin or handicap.

A marketing approach to planning has been implemented. Each unit of the Clemson University Cooperative Extension Service and 1890 Extension at South Carolina State College studied the environment in which they work and identified programs to implement a long-range five-year plan (1987-1991).

It is our continued intent to focus on the expressed needs of the clients in accord with legislative mandates and funding requirements. Concentrated efforts are made to identify and describe indicators of change in quantifiable and qualitative measures. Clientele benefits provide evidence to support the investment of tax dollars in program activities designed to enhance family and consumer ability to cope with inflation, income stability and other economic stress. Improved decision making skills and increased skills in self-help home improvement projects are most emphasized through the implementation of directions for the 1890 Extension Program.

We seek continued visibility through newsletters, community meetings, mass media, and personal contacts to low-income families, community leaders and agencies, and other interested citizens.

Through our five-year Plan of Work, October 1987 through September 30, 1991, we are committed to reviewing program goals and updating and redirecting resources as indicated through program assessment and evaluation.

The 1890 Component of the South Carolina Cooperative Extension Service plans the continued distribution of extension education and

leadership to clientele families as need is expressed by these families.

During fiscal year, 1990, our program thrusts are small farm initiatives, forest management systems, home food production, efficient production, efficient livestock management, teaching parenting skills, life cycle planning, teen pregnancy prevention, food and nutrition decisions, safe handling of foods, leadership development, youth development life skills, youth in community, public awareness of environmental issues and community leadership and problem identification.

The identified program thrusts are the result of issues programming which were implemented to help Extension improve its overall planning and marketing strategy. Over 700 citizens and 250 Extension professionals (South Carolina State College and Clemson University staff) participated in this process which identified 1803 problems and concerns. The 1890 Extension Program, using information derived through this process and 1890 Problems Identification Committee (PIC), which consists of community leaders, low-income clients and social service agency representatives, further evaluated the information and is implementing those plans which address the needs and concerns of our clients. These plans will be carefully reviewed annually and updated or modified as deemed necessary.

As previously mentioned in our mission statement, the State Cooperative Extension System implements programming on a four-year planning cycle. We are presently in the third year of the October 1, 1987 through September 30, 1991 Plan of Work. Strategic planning, priority settings, issues programming, and the Extension Service-USDA National Initiatives provide the basis for the new direction in Extension.

The planning process was developed jointly by program teams from the Extension Components of South Carolina State College and Clemson University. On July 1, 1987, the completed planning process for the South Carolina Cooperative Extension System was submitted to the United States Department of Agriculture for approval. This four-year plan has been approved.

Center for Adult and Continuing Education

The Center for Adult and Continuing Education is defined as: that intra-college administrative unit which seeks to serve the total college in providing educational services to the non-regular matriculating student body.

This area provides the means by which the College enriches, expands and extends its primary mission of teaching and service. The overall purpose of this area is to extend the resources of the College to a wide range of individuals, special interest groups, and targeted audiences not otherwise reached by on-going programs. Accordingly, these activities are designed with both the letter and the spirit of the stated mission of this institution: "To produce graduates who are capable of earning a living through chosen career aspirations and who are also capable of participating in the dynamics of community and societal concerns; to function as a general purpose four-year college in its geographic area of the state by serving the continuing academic needs of educational, social services and business personnel."

This area is by no means in competition with any program at South Carolina State College; instead, it is designed to supplement the current function of the College; i.e., relieving the academic faculty of those non-academic functions when it comes to providing services to the non-regular student clientele. Simultaneously, each effort in this area is assessed in relation to the identified need of an individual group, agency or institution. In part, the philosophy of the College is to justify its existence by gearing its program to meet the needs of those it serves.

The Center for Adult and Continuing Education is charged with the responsibility for administering all off-campus courses, evening and weekend courses, and other related special activities.

In cooperation with business and professional organizations, community groups, and governmental agencies, South Carolina State College offers a variety of continuing education programs. These include on and off-campus, evening credit programs, and also college level non-credit educational programs such as: conferences, institutes, workshops, clinics, short courses and seminars which are offered both on-campus and off-campus.

The Off-Campus Program - The Off-Campus Program includes both undergraduate and graduate level courses offered to students in various counties throughout South Carolina. These courses are offered with the assistance of specified contact persons in local school districts. Almost all courses off-campus are taught by regular South Carolina State College faculty members. In some instances, adjunct professors are utilized when regular faculty members are not available for off-campus assignments. For Spring, 1989, Fall, 1989 and Spring, 1990, eighty-eight (88) courses were offered and one thousand four hundred eighty-one (1,481) students were served.

The Evening School Program-The Center for Adult and Continuing Education offers a large number of undergraduate courses after 5:00 p.m. Monday through Thursday for students within commuting distance of Orangeburg who desire to work toward a degree as part-time students and are unable to attend day classes. The program is a sequence of credit courses designed especially for college students 21 or older who are entering college for the first time, or are returning after an absence of a few years and for students with special needs. The purpose is to assist these students in making the transition from worker or homemaker to student. All classes meet during the evenings on-campus, so that students are free during the day to meet other commitments. For Spring 1989, Fall, 1989 and Spring, 1990, one hundred sixty five (165) courses having been were offered with five thousand (5,000) students having been served.

Non-Credit Courses and Special Activities-Non credit courses exist to fill the continued needs of all persons for educational and recreational activities, both of which contributed to personal growth and development. All non-credit courses are contract courses and are self-supporpting, such as: workshops, seminars, clinics and conferences. No state funds are utilized for non-credit courses.

SPECIAL ASSISTANT TO THE PRESIDENT

The Office of the Special Assistant to the President is primarily responsible for providing administrative leadership, supervision, and coordination to specific departments and special projects assigned by the President. The Special Assistant to the President is appointed by and reports directly to the President. Initial responsibility is for the administration of the College's Veterans Education Program, Use of Facilities Administration, Presidential Scholarship, The President's Report, the Affirmative Action Program.

Veterans Education

The Veterans Administration has begun a test program for processing claims for students under Chapter 30, the new GI Bill. Chapter 30, also known as the Montgomery GI Bill, covers those persons who entered active duty after June 30, 1985. All Chapter 30 claims are processed at the VA regional office in Atlanta, Georgia. The eligibility requirements for Chapter 30 are contained in DVB Circular 221-85-6. Currently, we have (8) eight students enrolled under Chapter 30. The Montgomery Bill is expected to become the program with the greatest number of enrollments in the future.

Chapter 30 enrollees may enroll in any and all degree level courses, diploma courses, on the job, apprenticeship and remedial/deficiency/refresher training with a change in entitlement. (This last provision does not become effective until August 15, 1989). There is provision in the New Bill for advance payment, work study and cooperative training (institutional alternated with work experience.) Certification for institutional training is done monthly. There are no payments for dependents and the beneficiary has ten years to utilize his/her benefits.

Chapter 34, known as the Viet Nam Era GI Bill terminated December 31, 1989. Eligible individuals are those with active duty service after January 31, 1955, but not after December 31, 1976, unless the individual contracted before January 1, 1977, to serve on active duty and agreed to enter active duty before January 2, 1978, (Delayed Entry Program).

Chapter 32, Veterans Education Assistance Program (VEAP), is a contributory Program which has been suspended following passage of the New GI Bill. Chapter 32 veterans are continuing to use their benefits. They entered active duty between January 1, 1977, and June 30, 1985. This program has recently had the cooperative rate added, as well as remedial-refresher training with a charge to entitlement. These veterans have 36 months entitlement with a 10-year delimiting date.

The Chapter 106 program is for members of the Army Reserve, Naval Reserve, Air Force Reserve, Marine Corps Reserve, Air National Guard, Army National Guard, and Coast Guard Reserve. Currently, our greatest number of enrollees are in the Chapter 106 Program. Educational pursuit is limited to the undergraduate degree or a non-college degree program offered by an institution of higher learning. Recent

legislation now provides for less than 1/2 time training, as well as the full and 3/4 time rates. The delimiting date is 10 years from date of eligibility or date of separation from Selected Reserve.

Chapter 31, Vocational Rehabilitation, enrollees are evaluated 10% or more for service connected disability. There is a twelve-year delimiting date as opposed to ten years for other chapters. It does not end in 1989. Currently, there are only two participants in this program.

Section 901, Educational Assistance Test Program, is a non-contributory program limited to persons who enlisted or reenlisted in active duty in the Army, Navy, Air Force, or Marine Corps after November 30, 1980, and before October 1, 1981. Section 901 beneficiaries are very few in number in South Carolina. Eligible participants in 901 can transfer all or part of their entitlement to a spouse or dependent child. Eligibility is for a maximum of thirty-six months.

Section 903, Non-Contributory VEAP-Educational Assistance Pilot Program, differs from the basic VEAP in that the Department of Defense makes the contributions for the participants. This benefit is also transferable to a spouse or child. Entitlement is for a maximum of thirty-six months with a 10-year delimiting date. There are very few 903 enrollments in South Carolina.

The annual reporting fees received for veteran students enrolled as of October 31, 1989, are listed below:

Total Students Vouchered - 174 @ \$ 7.00	\$1,218.00
Total Students Vouchered - 11 @ \$11.00	121.00
Total Reporting Fees Received . . .	<u>\$1,339.00</u>

During the current year, nine (9) veterans were employed to work in Admissions and Records and this office on the Veterans Administration Work-Study Program. These veterans worked a total of 3,475 hours and earned collectively \$1,339.00.

A review of the enrollment analysis reflects a net increase of one hundred and sixty-six (166) veteran students. There was a major increase of one hundred and twelve (112) reservists and forty-nine (49) veterans' dependents.

Presidential Scholarship

The Presidential Scholarship is discretionary funds allocated for students minority/majority, undergraduate and graduate level, showing a need for financial assistance to complete their educational requirements. Normally, these students do not qualify for financial assistance by other means.

The program was established to attract minority students to South Carolina State College by lending them financial assistance to pursue their educational endeavors. It was further broadened to assist all academically inclined students who lacked financial assistance to stay in school.

Funds allocated for the 1989-90 school term were \$11,000. A total

of fifty-seven (57) students were assisted during the fall, and fifty-two (52) students during the spring semesters, with the maximum amount given being \$200.00 per semester.

Use of Facilities Committee

The Use of Facilities Committee is charged with coordinating the utilization of all available college facilities by the involvement and participation of community, groups, businesses and others. The year 1989-90 was a very successful year of "outreach" and involvement of the community and the surrounding areas. South Carolina State College was able to accommodate numerous outside activities and events during the academic year. The facilities and the services of the College offered are part of a thrust to establish positive, visible contact within the community and surrounding areas. South Carolina State College is dedicated to becoming a functional part of the community, and has therefore committed itself to the establishment of solid and longlasting relationships.

Affirmative Action

Pursuant to Section 709(c) of Title VII of the Civil Rights Act of 1964 (as amended) and Section 1602.55, Code of Federal Regulations, Chapter XIV, Title 29, South Carolina State College is required to file the Higher Education Staff Information (EEO-6) Survey Report biennially.

By agreement with the National Center of Educational Statistics, USOE, the South Carolina Commission on Higher Education is coordinating the collection and distribution of these reports from all public colleges and universities.

We are pleased to report that all affirmative action reports for South Carolina State College have been filed on a timely basis.

For the first time since October, 1976, in 1982 all State agencies were required to submit to the State Human Affairs Commission a revised Affirmative Action Plan every two years. South Carolina State College's initial revised plan was approved on October 29, 1982. The revised plan was in accordance with the standards contained in the Human Affairs affirmative action manual, the Blueprint, which is a guide to assist agencies in preparing their plans. The Affirmative Action Plan was disseminated throughout the campus, including the Library.

Beginning in 1984, each state agency was required to update its Affirmative Action Plan annually. South Carolina State College's Affirmative Action Plan for 1984 was approved by the Human Affairs Commission on December 18, 1984.

The Affirmative Action Plan update for 1986-87 was filed. We received final approval in September, 1989.

OFFICE OF MINORITY AND INTERNATIONAL PROGRAMS

The Office of Minority and International Programs was established in April, 1988. It was developed in conjunction with the establishment of the position, Assistant to the President for Minority and

International Affairs. This position was created to facilitate program development in minority and international affairs and supporting funds were authorized under the Desegregation Plan of the South Carolina Commission on Higher Education.

The purposes of the office are to improve the recruitment and retention of minority and international students and to facilitate the development of international research and training programs.

I. Accomplishment for the 1989-90 Academic Year

A. Minority Programs

1. Though the South Carolina Access and Equity Plan provided no direct funds for South Carolina State College's minority recruitment and retention efforts in the 1989-90 budget, the College continued to support major activities such as the Graduate Incentive Fellowship and the Other Race Grant.
 - a. During the 1989-90 academic year, 7 students were supported under the Graduate Incentive Fellowship.
 - b. During the 1989-90 academic year, 23 students were supported under the Other Race Grant Program.
 - c. Applications for the 1990-91 Other Race Grant Program experience a four-fold increase over the previous year.
2. Periodic group sessions were held with minority students to identify problem areas or matters needing attention. White students at S.C. State College continue to find it generally a good environment for academic work. The following issues emerged or were addressed with the students attending discussion sessions:
 - a. The majority of white students are commuter students and the lack of a lounge and locker facility at the K.W. Green Student Center continues to be a critical problem.
 - b. One meeting specifically addressed the matter of greater social and extracurricular involvement on campus. Several suggestions were offered and will be considered for implementation in the coming year.
 - c. Students suggested the utilization of a biracial team of students to conduct recruitment in local high schools and businesses.
3. South Carolina State College agreed to serve as Orangeburg-Calhoun Technical College's senior college partner in the Commission on Higher Education's Partnership Program. This program is designed to facilitate movement of O-C TECH's

graduates into SCSC's baccalaureate programs. South Carolina State College staff met two groups of O-C TECH students in November 1989 to discuss admissions, financial aid and available majors.

4. Meetings were held with Division of Student Affairs staff to address the issue of commuter student accommodations. This resulted in a staff report recommending expansion of the K.W. Green Student Center. This report has been forwarded to the Vice President for Business and Finance and the Central Administrative Staff for action.

B. International Programs Student Related Activities

1. The first International Student Scholarship Program was put into effect in the 1989-90 academic year. Seven students were supported under this program for a total of approximately \$4,500.
2. An expanded International Supper was held in October. Over 200 students, staff and faculty attended. Links, Inc., a local service organization, served as co-host for the event.
3. Five international students conducted a sponsored field trip to Columbia and were introduced to the South Carolina Senate in March. Field trips will be expanded in the coming academic year.
4. A representative of the International Student Committee has been appointed to sit on the Student Union Board.

C. Program Development Activities

1. A follow-up trip was conducted to Sierra Leone in February 1990. A number of grants and other funding possibilities were explored with the University of Sierra Leone and various government offices of the Republic of Sierra Leone. A joint grant proposal was developed with the University of Sierra Leone in regard to faculty exchange in business administration. This proposal was submitted to the University Affiliations Program, United States Information Service. At last contact (June 1990), the proposal was one of the final 16 selected for consideration and was considered to be a good candidate for funding in Fiscal Year 1990-91.
2. The Office of International Programs conducted the planning for the Gullah Homecoming Visit, which took place in November 1989. Representatives of the Gullah communities

in South Carolina, Georgia, Florida and Oklahoma were selected to serve as official guests of the Republic of Sierra Leone for a symbolic "homecoming visit" during Thanksgiving week. Planning for the trip required substantial coordination of schedules and fund-raising. Private funds in excess of \$18,000 were secured to support the costs of the trip. This visit will be covered in a National Geographic Magazine article and as part of a documentary being produced by South Carolina Educational Television.

3. Additional grant opportunities were carried to various stages of development in the 1989-90 academic year.
 - a. An international research conference regarding the "Sierra Leone-Gullah Connection" has been discussed with the National Endowment for the Humanities. A revised draft is now being prepared for submission in the Fall Semester. This conference will be held at South Carolina State College either in Fall, 1991, or Spring 1992.
 - b. A planning grant for a multi-state series of public humanities conferences is being prepared for submission to the National Endowment for the Humanities.
4. Dr. Joko Sengova, Institute of African Studies, Fourah Bay College served as the first faculty exchange person between South Carolina State College and the University of Sierra Leone. Dr. Sengova made selected presentations to humanities classes and addressed various faculty groups regarding the Gullah and Krio languages. Additionally, he served as a consultant in grant proposal development. He also addressed community groups in Orangeburg and Beaufort.

OFFICE OF DEVELOPMENT AND INSTITUTIONAL RELATIONS

The 1988-89 school year represents the first full year that the Division of Development and Institutional Relations has been fully operational, in terms of staffing and physical facilities, since its inception in 1986. Therefore, for the first time, there was a systematic approach to the functional areas. With the movement of the Edisto Federal Credit Union, space was made available for the Office of Alumni Affairs and its supporting structure. This move relieved the space problem for other components, and they were able to organize and equip respective areas in a planned and logical manner.

There were no major organizational changes made during the year. A temporary hiring was employed throughout the year to provide administrative support to the Director of Alumni Affairs. Actions have been taken to create a permanent position in this office, a move that is vital to continued success.

The staff continued to display an attitude of positiveness and willingness to do whatever is necessary to complete the task at hand. In that regard, the human resources assigned, almost to the person, performed in a truly outstanding manner.

Externally, the College, again, was the subject of much positive media. Highlights were the announcements of partnerships with Hughes Aircraft and Westinghouse Electric; the hiring of Coach Willie E. Jeffries; and the success enjoyed by second year men's basketball coach, Cyrus Alexander. Internally, specifically as it regards the Educational Foundation, the assets grew beyond the \$1,000,000.00 mark during the year. This past year also marked the first audit of the Foundation since its inception, covering the period, May 4, 1971, through June 30, 1986. An audit covering the period, July 1, 1986, through June 30, 1989, is currently underway.

Office of the Vice President and Director of Fund Raising

The Assistant Vice President for Development and Institutional Relations and Director of Fund Raising assists the Vice President in planning, programming, and overseeing the various components of the Division. Specifically, the Assistant Vice President coordinates all fund-raising activity, staffs the College and Corporate Drives of the Annual Fund Campaign, advises staff regarding the Division's computers and programs and designs in-house systems for operations, fund raising, and financial reporting.

1. SCSC Educational Foundation: Much of the Assistant Vice President's time during the past year was devoted to a special assignment with the SCSC Educational Foundation. He worked with a consultant hired by the Foundation to formulate policies and procedures needed to render the Foundation accountable and efficient, and to counter the findings of the Foundations' latest audit. Started in November 1989, this work is still in progress.

The results of the efforts described above will be three items to be submitted to the Board of Directors for necessary action. Namely, they are: a set of policies and concomitant procedures, a day-to-day operations manual for the staff of the Foundation, and a manual for the users of the Foundation. This project is set to be completed within the next thirty days.

2. Fund Raising

Telephone Service Project: The Office of the Assistant Vice President is participating in a fund-raising program for the College with ATS Communications, Inc., of Phoenix, Arizona. That corporation operates a long distance telephone service that is similar to MCI, Sprint, and others. While ATS offers a monthly rate that is competitive or lower than the other major carriers, additionally, it offers the customer a 10% reduction if the bill is paid within 15 days.

For each person enrolling in the ATS through the South Carolina

State College plan, ATS will contribute 8% of the monthly long distance payments to the unrestricted account of the College in the SCSC Educational Foundation. Example: If 5,000 persons spend \$50 per monthly on long distance charges, ATS will contribute \$20,000,000.00 per month or \$240,000.00 per year for unrestricted purposes to the College.

ATS Communications, Inc. works through non-profit groups, only. Among its key features is the fact the company contracts with AT&T to provide the technical services. Furthermore, there are no special numbers to remember or no different routines for the customer to learn.

The Annual Fund: The Assistant Vice President designed and wrote the copy for several fund-raising brochures. All of them are described below in conjunction with various phases of the Annual Fund:

- A. Video Presentation to Launch the 1990 Annual Fund-Wrote script, created computer graphics and directed the taping of student narrators. The 30 minute tape presented a Case for Support of South Carolina State College.
- B. Rationale for the General Scholarship fund-Conceived and wrote a position paper regarding the creation for the General Scholarship Fund. Housed in the SCSC Educational Foundation, the Fund will be an endowment for Scholarships for all the respective units of the College.
- C. Coordinated the Kick-Off Reception for the 1990 Annual Fund-Coordinated a reception for alumni, representatives from the corporate sector, and College employees on February 23. A brief program was held wherein the guests were given explanations of the Campaign and its goals.
- D. Developed Policies and Procedures for the South Carolina State College Educational Foundation.
- E. Wrote Fund-Raising Proposal for Title III Grant.
- F. Coordinated a meeting of the General Scholarship Fund's Steering Committee with Harry Carson, Chair, Dr. Albert E. Smith and Roosevelt S. Gilliam.
- G. Compiled and edited all Division reports for the Vice President.
- H. Designed an editing service for the Division which will proof all documents that will be viewed by the public. This service will use computer software programs as well as individuals to caution against errors in accuracy of content, grammar, syntax, and spelling. The editing service will be implemented July 1, 1990.

Alumni Affairs

The Office of Alumni Affairs officially opened its door August 17, 1987 under the directorship of Ms. Lillian M. Adderson. Since then, a number of accomplishments have been made. Over the past three years, special attention was given to the areas of communications, alumni cultivation, development, and overall alumni support. The activities of the past year, though, those which are the subject of this report, have profited from the foundation set during the initial period.

Contained within is a listing of all projects, programs and services conducted by the Office of the Alumni Affairs over the fiscal year 1989-90.

1. Communications: Emphasis was placed on opening lines of communication with the total population of alumni of the College, especially those who are not yet members of the National Alumni Association.

- .Monthly newsletters and packets of information to alumni chapter presidents and national officers.

- .Alumni newsletters to over 12,000 alumni at least two (2) times per year.

- .Solicitation letters one (1) time per year to 12,000 and three (3) to five (5) times per year to segmented groups of alumni (i.e., reunion classes).

- .Brochures for special projects and programs:

- a. Homecoming
- b. Founders' Day Weekend
- c. Alumni Weekend
- d. Special Fund Drives

- .SCSC REVIEW mailed quarterly to over 12,000 alumni

2. Fund-Raising Projects and Drives: A special effort was made to increase external support from alumni and friends of the College. (Alumni giving more than doubled each year from \$63,000.00 in 1987-88 to 130,000.00 in 1988-89 and although the final report will not be made until June 30, over \$150,000.00 has already been collected.

- .Bulldog Mall

- .Tennis Shoe Promotion

- .Plaque Promotion

- .Mail order Brochure

- .Athletic Reunion

- .Alumni Full Scholarship

- .Athletic Scholarships

- .Chapter Gifts

- .Class Gifts

3. Reunions Celebrated: It was the aim of the Office of Alumni Affairs to broaden the base of alumni participation in and support of all College sponsored alumni activities. (There were significant increases in attendance and involvement with the institution which were directly related to planned activities.

4. Other Special Projects and Services:

- .Reintroduced the official College blazers
- .Set up alumni headquarters and planned activities for all away football games
- .Set up alumni headquarters for MEAC Basketball Tournament with reception
- .Planned Alumni Directors Workshop
- .Coordinated Alumni Recruitment Seminar
- .Coordinated Homecoming activities for alumni
- .Made recommendations for awards, honors, and committee selections for alumni
- .Made recommendations for awards, honors, and committee selections for alumni
- .Coordinated Founders's Day Weekend activities
- .Coordinated Annual Alumni Honors and Awards Banquet
- .Mistress of Ceremonies for the Annual Christmas Tree Lighting
- .Served on the following committees
 - 1. Homecoming Weekend
 - 2. Founders' Day Weekend
 - 3. Alumni Activities (chair)
 - 4. Fund-Raising Committee

Travel: To assist the National Alumni Association in establishing new alumni chapters, reorganizing inactive chapters, and recruiting as many alumni as possible to become members of the association and continue to visit existing chapters to promote a harmonious relationship.

Institutional Advancement

The Office of Institutional Advancement continues to work to enhance the overall program efforts of South Carolina State College by soliciting external support from its many publics and interacting with critical groups necessary to advance the College.

Institutional goals set by the Director of Institutional Advancement were met and even surpassed in some areas. The Office initiated and assisted with the majority of the College initiatives in the areas of government, community affairs, and College-sponsored events that brought persons external to the institution on campus.

Two of the major accomplishments were in the areas of corporate agreements and legislative support. The Director of Institutional Advancement assisted with obtaining a major collaborative agreement with Automation Research Systems, Ltd. The firm is a minority owned process engineering company with offices worldwide. This firm has entered into a collaborative agreement with the Institution and has employed three of our recent graduates. General James Klugh, U.S. Army

Retired, is a Vice President in the company and has promised to help foster a lot of good will and harmony for SC State on the corporate level.

A project that started as a result of a conversation between Senator Herbert Feilding, Charleston, John Miglarese, S.C. Wildlife & Marine Resources Division, and the Director of Institutional Advancement has resulted in a unique and creative program funded by the Office of Naval Research. The project carries a stipend of \$150,000.00 over a period of three years for a total of \$450,000.00. The objective of the program is to increase the pool of minority students interested in pursuing careers in marine sciences.

A great majority of this school year was spent providing information to legislators and major publics of the college regarding the facts surrounding a budget and control board ordered investigation of specific areas of the College. The investigation was ordered after an anonymous letter alleging certain improprieties at the Institution surfaced. The Director of Institutional Advancements spent hours meeting with alumni, legislators, community leaders and corporate representatives to ensure that the truth about the allegations were made known.

New and better relationships were fostered this year between the Office of Institutional Advancement, Faculty, Staff, Students, Alumni, Legislators, and friends of the college as a result of a pro-active approach adopted by the Institutional Advancement Office.

Information Services

The Office of Information Services is charged with being the liaison between the College and the media. In addition, the media policy, approved by the president, states that all brochures, photographs and other materials be prepared in cooperation with the Office of Information Services. Photographs will be selected, layout planned, bid assistance given and other services will be offered as needed in cooperation with the producer.

We are pleased to report that the logo approved several years ago has been graphically updated and is being widely used in materials in the Schools of Education, Engineering Technology and Business. This idea was first used by the School of Education and is enjoying excellent recruiting visibility. We are also using it in advertising.

We are also initiating an Alumni Public Relations Liaison with chapters. We hope that the local follow through will increase local news coverage of South Carolina State College.

Radio and Television Coverage: WSSB has been aggressive in covering founders' Day, Commencement, Career Days, and special events on the campus by broadcasting the events live. They interview campus guests and use public service announcements. In the case of the School of Business, Mr. Willie Heggins has a regular broadcast slot. We work with him on contacts.

Professional Meetings: The regional council for the Advancement and support of education (CASE District III) meeting was held in Atlanta,

Georgia. A representative attended the institutional relations tract, the luncheon for minorities and women, and the annual committee meeting of the Commission on Minority and Women. This was an excellent place to network and to obtain ideas for position as well review promotional items for the college public relations.

Athletics

One of the chief marketing tools for the Institution is a quality athletic program. To that end, South Carolina State College is on the verge of creating the most competitive and attractive programs for any Institution of similar size and stature. The successes enjoyed by Coach Cyrus Alexander and the men's basketball team need no embellishment at this point--the record speaks for itself. The return of Coach Jeffries is also a signal that very soon South Carolina State College will be premiere in its revenue-producing sports.

The initiation of the Drug Education and Screening Program: The Drug and Screening Program was initiated in August of 1989 and the formal report was presented to the Board by the current Vice President for Development and Institutional Relations.

The Reinstatement of Baseball as a Club Sport: At the beginning of the 1989-90 school term, baseball was officially reinstated at SCSC. In contrast to the status of the program at its termination point in 1975, baseball has been designed as a "club sport" until such time as it becomes economically feasible to include it as a varsity sport complete with (1) full-time coach, (2) scholarships for student-athletes, and (3) financing of a Division I varsity schedule. The sport is being reinstated in the way that sports programs are generally started in athletics. The format provides administrative time (without demands from regulatory bodies, NCAA, MEAC, etc.) to study the effects of this very special activity on the current array of sports that are sponsord by the athletic program.

The signing of the final blue chip basketball student-athletic during the National signing period for NCAA Basketball and other sports: On April 11, 1990, Coach Cy Alexander signed his sixth blue chip basketball student-athlete.

Completion of a successful visit with the Southern Association of Colleges and Schools Accreditation team (SACS): The Athletic department was the first department on campus to be visited by the Visitation Team from the Southern Association of Colleges and Schools. The "SACS" representative's primary concerns were in the areas of program philosophy, goals and objectives, and the treatment of women's sports was compared to men's sports in the athletic program. The reviewer was quite pleased with her visit with the Director of Athletics and the Assistant Director of Athletics.

DIVISION OF BUSINESS FINANCE

The Business and Finance Division during the past fiscal year (1989-90) continued to focus on, and made extensive improvement/progress regarding the following objectives:

1. Improvement of management systems and resolution of deficiencies in audit reports.
2. Establishment and implementation of a records management retention plan for the Institution.
3. Development of a (mandatory) campus-wide program for supervisory training.
4. Up-grading our computer capabilities (campus-wide) to allow connection back to the Computer Center from various points on campus.

As we move into the new fiscal year 1990-91, our focus must continue to embrace the three-fold mission of the Institution, research, public service and academic instruction. The Business and Finance Division is well positioned to provide the necessary support in carrying out this mission.

There are eight (8) divisions that are under the direct supervision of the Vice President for Business and Finance. The accomplishments and objectives of these offices for the fiscal year 1989-90 are enumerated in this report.

Our goal is, in reality, not to lose sight of the need for financial integrity while adjusting services to meet the needs of a changing student population. Therefore, in charting the future, we have reaffirmed our commitment to formulate goals with an eye toward the challenges faced by the various constituencies of the College--the students, the faculty and staff, the Alumni and the general public.

ASSISTANT VICE PRESIDENT FOR BUSINESS AND FINANCE

The Office of the Assistant Vice President for Business and Finance has responsibility for Purchasing, Inventory Control and Auxiliary Services functions of the College. Because South Carolina State College is a state-supported institution, it is required to comply with the South Carolina Consolidated Procurement Code. This code provides established policies, procedures and guidelines relating to procurement management and inventory control. As of April 13, 1990, the Office of Procurement processed 8,330 purchase orders, central supply, direct payments and state requisitions. During the fiscal year the College Procurement Certification was raised to \$25,000 from last year's \$10,000 level. As a result, the number of sealed bids processed increased from twenty-two (22) to forty-seven (47).

Also, the Office of the Assistant Vice President for Business and Finance assumed direct responsibility for the management of Auxiliary Services. The principal objective of this reorganization was to centralize the Auxiliary Services functions and activities in order to effectively monitor the day-to-day operations and to provide improved communications both within the units (resident halls, food services, student snack bar, bookstore, central supply and student/faculty housing) and campus wide. An increase in the product-line offered by the College Bookstore resulted in an increase in sales and services. Student housing construction plans have been submitted and approved for the construction of a \$4.5 million residence hall, which should help reduce the housing shortage by increasing the number of beds by 200. This building is scheduled to go into service during the fiscal year 1992-93.

CAMPUS POLICE DEPARTMENT

Major responsibility for safety and security at the College is vested within the Campus Police Department. The Department is responsible for the selection and training of public safety officers; formulation and enforcement of rules and regulations governing fire prevention and protection; vehicular traffic and parking; property security, and public safety. The College Police Force is comprised of Public Safety Officers and Residence Security Officers. The Public Safety Officers have the responsibility to patrol the campus and provide security twenty-four (24) hours per day for buildings, grounds, and personnel and to enforce the laws and regulations of the College, City, and State.

In an effort to address the concerns of the Campus Police Department, a "Needs Assessment" was conducted. The results of this Assessment helped in identifying of primary need areas:

1. The employment of additional personnel. Sixteen (16) Public Safety Officers (PSO) as a reinforcement of the existing PSO Staff.
2. The acquisition of appropriate uniforms and equipment, including vehicles.
3. The Weapon Qualifying of employed Public Safety Officers.
4. Improvement of Radio Communications between Campus Police Officers.

As a result of Commission on Higher Education funding (\$229,411.00) from a special Step-12 Request, the Campus Police Department has been able to realize the above objectives and will be able to significantly enhance the operational efficiency of the Department during fiscal year 1990-91.

During the fiscal year 1989-90, a campus-wide committee to study the potential traffic problem on campus was appointed. This committee's recommendations were approved by the Central Administrative Staff. During this coming fiscal year, our primary focus will also be to implement these recommendations.

CONTROLLER'S OFFICE

The major objective of the Controller's Office at South Carolina State College is to provide financial information to all segments of the College community for evaluation and attainment of the Institution's goals. The accounting system at the College adheres to the Generally Accepted Accounting Principles as they appear in the College and University Business Administration published by the National Association of College and University Business Officers, as well as the prescribed rules and regulations that demonstrate compliance with budget laws of the State of South Carolina. In order to ensure adherence to restrictions and limitations placed on the financial resources available, the College observes the principles of fund accounting and maintains separate accounts for funds, such as, current funds--both restricted and unrestricted, loan funds, endowment funds, plant funds, agency funds, etc.

The Office of Grants and Contracts continues to provide timely submission of external reports and efficient monitoring of federal and state grants. Outside agencies receiving periodic reports from the College are the South Carolina Commission on Higher Education, College Scholarship Service, Bureau of Labor, Occupational Safety and Health Administration, Internal Revenue Service, State Personnel Division, Lending Agencies, Department of Education, State Budget and Control Board and South Carolina State Tax Commission.

South Carolina State College, like other state institutions, is subject to annual audits of the South Carolina State Auditors. The annual year-end audit for the fiscal year 1989-90 has been completed and the College has received a qualified opinion. The only qualification found was that of fixed assets and equipment balances prior to July 1, 1985, which were not verifiable.

The audits for the next three (3) fiscal years have been awarded by the State Auditor's Office to J. W. Hunt & Company, CPAs. For the first time in history, we expect a timely completion of the audit for the fiscal year ended June 30, 1990.

FINANCIAL AID

The Financial Aid Office provides aid to students who, without assistance in the form of grants, loans, and work-study, would be unable to continue their education. We believe that it is the responsibility of the student and family to make every effort to meet the expenses of attending the College; however, if it is determined that a family cannot provide the full cost, it is the duty of the Financial Aid Office to provide assistance, within the limitations of the student-aid resources of the College.

The Financial Aid Office is also responsible for implementing a fair and equitable distribution of available financial-aid dollars among all eligible students. Each eligible student competing for resources is given equal consideration, in accordance with applicable laws and regulations, and established institutional policies.

Minimum eligibility requirements for Financial Aid are financial need, satisfactory academic progress and satisfactory citizenship.

There were 3,245 students receiving financial aid at an average of \$3,372 per student and a total aid amount of \$10,943,000. An estimated breakdown of this amount is shown below:

Scholarships and Grants: \$ 4,992,520

Pell (Basic) Grant

Supplemental Educational Opportunity Grant

Loans: \$ 2,377,449

Stafford Loan (formerly GSL)

Perkins Loan (formerly NDSL)

Part-time Employment: \$ 405,524

College Work-Study

Cafeteria Student Jobs Program

During Fiscal Year 1989-90, the Financial Aid Office conducted 37 awareness sessions. The week of February 5-9 was designated as Financial Aid Week, in which the main focus was financial planning and loan counseling to students, parents (high and middle school students) and community leaders.

PHYSICAL PLANT (RESOURCES)

The Physical Plant Department provides support to the Institution in the areas of maintenance and capital improvement.

A majority of the buildings on campus are equipped with modern facilities which are conducive to learning. They are maintained by the Physical Plant Department to serve the needs of the College relative to its stated purpose, its programs and its activities.

Physical improvements completed during the fiscal year included Staley Hall, Whittaker Library, Military Science, Earle Hall, Married Student Housing, Poplar Hall and Camp Daniels.

Funds for construction within the past ten (10) years have come through direct appropriation from the State Legislature, authorized bond issues, student revenue bonds, and grants from the United States Department of Education.

Situated on a well-landscaped, tree-laden campus, South Carolina State College has many beautiful buildings (maintained by the Physical Plant Department) of varied architectural designs which are harmoniously juxtaposed on several acres of land.

INFORMATION RESOURCE MANAGEMENT (IRM)

The Office of Information Resource Management (IRM) includes the Department of Computer Services, Telecommunications, Records Management and Print Services. In the past, the IRM Equipment/Software configuration at South Carolina State College served only a segment of administrative and academic users. During the fiscal year the Institution has made a conscientious effort to meet the needs of the academic and administrative users in upgrading its computer hardware. However, due to the magnitude

of the project, a total long-term campus-wide solution could not be completed in one fiscal year.

In the area of Computer Services, the year was highlighted by the following events:

- * Upgrade of the VAX Cluster (Academic and Administrative CPU)
- * Installation of FOCUS Report Writer
- * Signing of DRA Contract for Library System
- * Increase in Academic and Administrative Users
- * Super Computing Training and Connection to the University of Pittsburgh Super Computer
- * Review of SIS PLUS, and HRS PLUS Software Enhancement
- * Installation of Local Area Network

The emphasis for Telecommunications during the fiscal year remains focused on increase in services and better management. The Department serves approximately 3000 voice terminal stations and 200 data terminals. A campus-wide data network is currently being installed which at the end of the fiscal year will provide access to the College's mainframe system for the entire college community. The data network will increase the on-campus subscribers to over 600 and provide access to outside networks and services.

Monthly billing of telecommunication vendors continue to be audited resulting in savings for the Institution.

The in-house maintenance program for the personal computers under the Telecommunication Department has been very successful during the past fiscal year. The program has allowed the College to re-distribute funds that would have gone off-campus to be used to improve technology services. Given the rapid change in technology, and the impact of the College's mainframe to the success of the Institution, the in-house maintenance program will be directed only to PC's and user's peripherals equipment.

Progress has been made during the year in the development of a Records Management Program. To date, approximately 750 cubic feet (or 500 letter size file drawers of a typical file cabinet) have been included in physical records inventory. The inventory was completed by an inventory staff consisting of three (3) to five (5) work-study students and two (2) Records Management Staff Members.

TREASURER'S OFFICE

The Treasurer's Office continues to play a vital role in the day-to-day accountability for revenues received by the College. A careful study conducted by the Financial Resources Committee of randomly selected students eligible to receive refunds showed that the College's refund policy is being closely observed. In cases where a student has a credit balance, such as when payments for the students are made by grants, loans,

and scholarships, the student receives no cash refund. Rather, the credit balance is posted to the student's account.

Refund policies were studied at the following institutions of higher learning in South Carolina: Winthrop College, The College of Charleston, Francis Marion College, Clemson University, and Furman University. A comparison of refund policies at these institutions was made with the refund policy at South Carolina State College. The conclusion is that the refund policy of the College is very similar to the policies at the other Colleges and Universities.

All cashiering functions of the College are centralized in the Cashier's Office, located in Wilkinson Hall. The Cashiers are responsible for the receipt of cash for the College. The College requires that proper controls and safeguards be established at all levels to ensure that cash receipts be protected while in the custody of authorized personnel. Only authorized persons are permitted in the area of the Cashier's Office.

A tight control system for cash is in place. It includes the following: detailed receipts are made out in triplicate; cash balances are reconciled; daily bank deposits are made; and bank statements are reconciled monthly. In addition, the College maintains a policy for handling returned checks, which includes a service fee and, if necessary, appropriate legal action. South Carolina State College has insurance covering all individuals who are directly involved in the handling and distribution of all institutional funds. Also, all employees, including elected and appointed officers, members of the Board of Trustees, and Directors of South Carolina State College are insured under the Tort Liability Insurance Policy from the State Budget and Control Board. The fiscal year was highlighted by the following events:

- * Reconciliation of records to Wachovia Services
- * Exit Interviews on all students graduating or leaving
- * Membership into the National Credit Bureau for Skip Tracing as well as assignment of past due accounts
- * Improved registration procedures to expedite and improve the efficiency of providing student headcount
- * Reorganized the accounts receivable staff in order to provide better and more efficient services
- * Billed students three (3) times during the semester
- * Reduced NDSL default rate from 21.37% to 16.54%.

PERSONNEL OFFICE

One of the main focuses for the Personnel Office was to maintain, administer and formulate policies for the Personnel Management Program at South Carolina State College. Moreover, this Office also provided

tremendous training opportunities for staff and faculty at South Carolina State College and the Orangeburg Community as a whole.

Some of the objectives and accomplishments focused on during the past fiscal year included the following:

(1) Implement the reclassification study. (2) Publish the Employee Handbook. (3) Obtain data link access to the Division of Human Resource Management Information System.

The implementation of the reclassification study was structured with three (3) objectives. The first objective was to implement reclassification in the Food Services area with an added focus to set up a structure that would yield a clearer delineation of supervisory functions. The second objective was to implement reclassification and set a structure for the clerical staff of the College. The recommended structure will pair the duties of a clerical position to the reporting relationship of each level of supervision (i.e., Administrative Specialist B reporting to Chairpersons, Directors and Non-Academic Deans; Administrative Specialist C reporting to Academic Deans; Executive Support Specialist reporting to Assistants to the President and Assistant Vice Presidents). The clerical reclassifications were implemented in March, 1990.

The third objective was to implement reclassification of those positions that were deemed mis-classified. In other words, positions that were assigned duties more commensurate with other classification assignments. The area with the highest incident of these problems is the Physical Plant Department. We will make the remaining recommendations for reclassification prior to the end of the fiscal year. In addition, recommendations for structural reorganization will be made and implemented in conjunction with the reclasses.

The Staff Development and Training Office also provided mini-seminars and training tips on WSSB Radio Station every week. This year we will again coordinate the South Carolina State College Health Fair in conjunction with the Brooks Health Center.

CONCLUSION

Finally, the highlight of this fiscal year will be to continue to embrace the College in its three-fold mission and provide unswerving support and dedication in the support services areas. Further, there is a need to be of service to our student body in a manner that is fiscally sound. With these goals in mind, the Business and Finance Division will be prepared to meet the challenges of the coming decades.

STUDENT AFFAIRS

The Division of Student Affairs seeks to maintain an educational environment broader than the classroom, promote co-curricular learning opportunity and provide a variety of campus-wide services for students such as health care, housing, counseling, career planning and placement, organized student activities and enrichment programs.

The Student Service staffs, in each of the areas, are committed to helping students clarify and achieve their educational goals through high quality programs and services. Involvement is the key. Students need to feel like they belong at South Carolina State College. They need to feel personally committed to education. They need to know that the College community is committed to helping them achieve a quality education in preparation for a satisfying career. It is this personal involvement with students and their needs and concerns which underlies and sets the tone for all of the activities and programs administered by the Division.

The Vice President of Student Affairs is responsible for administering the Student Services Division. The Student Affairs staff is composed of an Assistant Vice President and full-time professionals and support personnel. In addition, students provide some part-time positions, including residence hall assistants, orientation, counselors, clerks, tutorial counselors and student union attendants.

State appropriations, auxiliary service revenues and student fees provide financial support for the operation of the Division of Student Services at South Carolina State College.

This report delineates the key programs, activities and major accomplishments of the Division of Student Affairs for the period June 1, 1989 through May 1990.

Career Planning and Placement

The 1989-90 school year was most productive for the Career Planning and Placement Center, which serves as a primary resource unit for integrating the personal, social, education and career goals for students and alumni of South Carolina State College. In this regard, the goals of the Center are as follows:

1. To provide career counseling
2. Provide placement and referrals
3. To provide opportunities for student employment
4. To conduct follow-up on career placement of Alumni

Career Counseling

Career counseling was provided to 3,001 students. These services were initiated in the Center, through individual and group counseling and outreach services in the residence halls, classrooms, local high schools, church groups and private organizations.

Job Placements and Referrals

Job placement offers increased. In addition, four students were selected for the U.S. Air force ROTC; 6 students were selected for the US Coast Guard MORE program; 3 were students selected for the U.S. Navy DBCP Scholarship program; 2 students received \$2,500.00 and summer jobs for British Petroleum in Anchorage, Alaska (NAFEO), 2 students received \$2,000.00 scholarships and 6 credits with the University of Maryland, College park, Summer Studies program.

Cooperative Education

Cooperative Education was enhanced by 22 additional slots and 66 students were placed for this reporting period.

Recruiters

There were 300 recruiters on campus which was a 20% increase over the previous year.

Highlights of Special Projects

Approximately 40 colleges and 250 students participated in graduate and Professional Schools Day. The Career Job Fair was attended by 72 employees and 410 students. Ninety-one (91) schools and 150 students participated in Educators' Day. The Black Executive Exchange program (BEEP) was also helped with 9 companies represented. The Career Center also presented 12 radio shows, "Career Talk: on WSSB during the year.

Information was collected on more alumni and a follow up with employees is now in effect - results will be analyzed this summer.

The regular seminar schedule was continued again this year during Fall and Spring Semesters. The sessions were focused on job readiness, techniques of interviewing, table etiquette, employment related correspondence and job interviews. The Center continues to be open for extended hours weekly.

Counseling and Self-Development Center

The Counseling and Self-Development Center engaged in personal-social counseling, academic counseling, psychiatric treatment and conducted exit interviews with students who discontinued college and re-entry interviews with students who returned after suspension or a voluntary withdrawal. The goals and accomplishments of the Center for the 1989-90 academic year are as indicated.

Counseling: Individual counseling was provided to 1,212 persons. Responses from the Center's Evaluation Questionnaire indicated that 88% of persons surveyed benefited from individual counseling sessions. A total of ninety eight (98) persons were involved in group counseling. Evaluation questionnaires revealed that group counseling sessions helped students to better handle personal problems and concerns.

Counseling Outreach: Eleven Hundred ninety five (1,195) persons were involved in outreach counseling during the 1989-90 school year. There was an increase of 380 persons over the past year.

Hotline Service: Three hundred thirty eight (338) Hotline calls were made to the Center and the majority of persons who received those services were helped. An increase of 171 crisis Hotline calls were received during 1989-90.

The Center's staff assisted with the Freshman Orientation program

and administered the Personality Research form to all incoming Freshman students. This instrument was useful in providing students with information regarding their psychological needs as well as an indication of possible problems students may encounter during the year. The Center also administered the Miller Analogies Test (MAT) and other tests for counseling and therapeutic purposes.

The Center also hosted the State wide conference on International Students. International Night, which was held at the Kirkland Green Student Center, proved to be successful.

Campus Housing

The objective of the Residence Hall program of the College is to provide the best possible living-learning environment for students.

It is the housing director's responsibility to ensure that the residence halls are furnished and maintained in a manner designed to provide security, comfort, and an atmosphere conducive to study as well as providing facilities that promote individual growth and development. The Housing area's goals are as indicated.

1. To coordinate provisions of campus housing for eligible married students.
2. To coordinate provisions of campus housing for undergraduate single students.

Married Student Housing - Bethea Hall

All apartments for married students were painted and carpeted. Carpeting in the kitchen areas were replaced with tile. Old refrigerators were replaced, steel bars were replaced on the windows of three apartments. Bethea Hall was air conditioned and blinds were placed on all windows.

Residential Life

The purpose of the Office of Residential Life is to provide educational, cultural, social and recreational programming for those students residing in the residence halls, as well as the coordination of the maintenance of residence hall facilities. The goals are as follows:

1. To continue to develop and coordinate educational, cultural, social and recreational programs for students.
2. To assess the effectiveness of residence hall programs.
3. To continue to provide a trained staff to assist in the enhancement of the learning environment.
4. To coordinate a system for the effective maintenance of residence hall facilities.

Educational programs: The staff of each residence hall presented two educational, cultural or social programs per month.

Program Effectiveness: Evaluation cards were distributed to students to determine effectiveness of programs, and the students rated the programs "effective."

Staff Training: All residence hall staff members participated in the residence hall staff workshop at the K.W. Green Student Center. In addition, Unit Managers attended a workshop in Myrtle Beach which was presented by the South Carolina Personnel Association.

Effective Maintenance: The aim of the housing staff is to have all maintenance problems completed by 3:00 p.m. each day. Follow-up is conducted by a call to Physical Plant at the end of each work day to ensure that all problems reported were taken care of.

Brooks Student Health Services

The mission of the Student Health Services is to improve the overall health status of students, which will enable them to participate as productive individuals. The Health Center seeks to combine several approaches: health education, promotion of preventive health and treatment for illness and injury; and the coordination of health services for students with long-term chronic and handicapping conditions. Successful accomplishment of all goals was due to the interest and commitment to good health by students, staff and the division and Central Office Administrative staff. The goals are as follows:

1. To continue to administer episodic "sick care."
2. To provide health education and preventive care for the benefit of all students.

Health Education: Computer generated data reveals that 10,703 student visits were made for nursing services between July 1, 1989 and June 30, 1990. 2,968 student visits were made to the physician during the same reporting period.

Preventive Health: Brooks Health Center presented continuous video shows in the health center's lobby with emphasis placed on AIDS/HIV, Family Planning, Rape, Self Breast Examination, Drug and Alcohol and Nutrition. CPR certification instruction was conducted for 20 staff members and students. The Center sponsored a "Think Wellness Health Fair" with 45 provider-sponsors and approximately 600 participants. 18 radio programs on health related issues (i.e. nutrition, cholesterol, sickle cell anemia, AIDS, STDS, Hearing Problems, High Blood Pressure) were presented. The Center conducted (1) announced and (4) random drug screenings on student athletes. Peer educators conducted 21 Freshman seminar classes and two Human Sexuality classes on STD/HIV/AIDS and on Safer Sex. Six sessions were conducted in the Residence Halls and the Student Center on "At Risk Behaviors and Safer Sex." An Edisto District Health Educator conducted 15 classes on Safer Sex.

The Health Center/Peer Project distributed over 10,000 Latex condoms with instructions on HIV, STD and pregnancy prevention.

Student Publications

The Office of Student Publications is responsible for the publication of the official school Newspaper, The Collegian and the Yearbook, The Bulldog. The goals for the Office of Student Publications are as follows:

1. To continue through publications to serve as a communications channel, provide work experiences for students, and direct a program that serves as an educational medium, while maintaining a record of the year's events.
2. To develop and implement a plan to encourage more students to participate in publications.
3. To purchase and implement a Desktop Publishing System and to develop and implement a training program for staff.

Publications: Editions of the school's Newspapers were judged as effective by the Savannah Press Institute, an external evaluation group. The 1990 Bulldog Yearbook was finalized within the required time frame and the edition was shipped on schedule. However, errors by the company necessitated the office's refusal of shipment.

Student Participation: A survey was given to randomly selected students to determine, as they perceive them, the strengths and weaknesses and needs of the Office. Students rated the publications as "effective/fairly effective."

Staff Training: Some equipment was acquired and two staff members began a limited instruction schedule during the academic year.

Student Union

The K.W. Green Student Center is considered the Center of Campus life; its efforts are to meet the recreational, cultural, social and educational needs of the college community. Its mission is to serve as "the community center of the college for all the members of the college family -- students, faculty, administration, Alumni and guests. It is not just a building; it is also an organization and a program. Together, they represent a well-considered plan for the community life of the college."

During the 1989-90 academic year, the staff and student Board of the Kirkland W. Green Student Center sought to accomplish the following goals.

1. To continue development of a system for the regulation of use and maintenance of facilities at K.W. Green Student Center.
2. To plan and implement an on-going program of events for the cultural, intellectual, social and recreational development of students.
3. To provide for the delivery of services that address the needs of the diverse college populations.

4. To plan and implement a comprehensive leadership training program for elected and appointed student leaders.

Regulation of Use: Revision to the main schedule and changes in custodial personnel produced marked improvements to the general maintenance of the facility. Requests for use of the Bulldog Lounge/Garnet and Blue Rooms were accommodated. Among these requests 17 were contracted through the Use of Facilities Committee. Conference Room usage averaged 2-30 hours per week.

Cultural Development: The Student Union Board presented four cultural and social programs including the Hawaiian Luau, Jazz Night at the Pitt and the Halloween Haunt. Attendance exceeded 1500 persons.

Intellectual Development: The colloquium series provided intellectual programming. A forum on AIDS co-sponsored with the peer counselors and a Black History Month Forum "Reflections...Directions." A series of Presidential Fire-side Chats were also held in conjunction with the colloquium series. Attendance at these events totalled approximately 350 students and faculty. The Student Union Board co-sponsored the Campus All Star Challenge Tournament and the Student Leadership Awards Banquet.

Social Development: The Pitt completed its first full year of operation with the usual "growing pains" associated with the first year of business. The Student Center's staff also developed and distributed a list of off-campus housing and the Off-Campus Club was organized for commuter students. Discussions were held with the Special Assistant to the President for Minority and International Affairs to determine ways to serve minority and non-traditional students more effectively.

Leadership Training: A total of 57 students and advisors attended the 5th Annual Student Leadership Conference held at the University of South Carolina. Six Leadership Training Seminars were held between January and March 1990. Forty-seven student participants were awarded certificates at the annual Student Leadership Banquet, which was held in April, 1990.

Student Activities

It is the mission of the Office of Student Activities to coordinate the activities of all student organizations and to ensure compliance with established policies, procedures and guidelines. Currently, there are one hundred and one (101) registered organizations on campus. The office of Student Activities is also responsible for the coordination of the Student Christian Association and the Chaplains Corps. The goals of the Office of Student Activities are as outlined:

1. To provide a program of activities which reinforces academic and social development.

2. To advise members and officers of Greek Organizations about leadership roles and responsibilities.
3. To provide an atmosphere conducive to the Expression of Students' religious beliefs.

Social Development: This Office assisted with providing facilities for five lyceum programs: Founders' Day program, four plays by the Henderson-Davis Players; the Colloquium Series, and other programs implemented by various student organizations.

Greek Organizations: Thirty-five members of Greek-letter organizations and the Director of Student Activities attended a two-day National Symposium on "Stopping Hazing in African American Fraternities and Sororities." Thirty-eight Greek Organization members and other student leaders attended a one-day Leadership Workshop at the University of South Carolina. In addition, Pan Council meetings are held monthly with representatives from each Greek Letter Organization. Advisors were also required to attend all meetings of each Organization.

Student Christian Association: Five clubs were established to form the Council of Student Christian Association, and two local ministers are presently serving as Chaplains for the college. Their responsibility is to provide counseling upon request of the students. In February, "Religious Emphasis Week" was observed.

Psychometric Services

The Psychometric Center consists of two components: the Testing Component and the Academic Advising/Retention program. This facility is housed in Moss Hall.

During the past year, the Psychometric Center modified its objectives to facilitate assessment of its programs, and expanded the range of services at large. This will highlight the goals and accomplishments achieved during the past year. However, since the services offered by the two components of the Center are somewhat dissimilar, the format of the report will be as follows. In the first section, the goals and achievements of the Testing Component of the Psychometric Center will be presented.

The goals and achievements of Academic Advising/Retention are:

1. Assist the College with the process of assessing students' progress through the general academic curriculum.
2. Collaborate with faculty in the development of workshops to improve performance on required standardized examinations.
3. Initiate programs and/or activities to motivate students and improve their test-taking skills.
4. Provide consultation services to students experiencing academic difficulties.

5. Provide professional assistance with the interpretation and analysis of individual and group test results.
6. Serve as a testing site for the administration of various standardized tests to students enrolled at the college and other individuals requesting this service.
7. Conduct academic-related research to increase knowledge about the relationship between student characteristics and learning.

Accomplishments (1989-90)

Mid-term and final grades of entering freshmen were closely monitored with the aim of identifying students who were at risk, academically, as a result of poor performance during the first year at college.

The academic performance of the majority of the students comprising the entering Freshman class was satisfactory. However, achievement in Mathematics was somewhat below that noted for other general curriculum subjects.

Since knowledge of academic content, in addition to test-taking skills, is necessary for satisfactory performance on standardized examinations, the faculty of the Natural Sciences and Nursing departments collaborated with the staff in the Psychometric Center in preparation of a selective group of their students for nationally required examinations. Both departments viewed the collaborative efforts positively. Moreover, the students seemed to have benefited from our efforts; 5 students were admitted to medical school and 4 out of 5 nursing students passed the National State Board of Nursing Examination.

Every student in the entering Freshman class attended a mandatory lecture on study and test-taking skills presented by staff of the Center. This year, the academic performance of the entering Freshman class was satisfactory, except for achievement in Mathematics, which continues to be a problem for many students.

Several students enrolled at the College and 5 students referred from Southern Methodist College were administered, individually, a battery of educational tests, and the results and recommendations for remediation were forwarded to the source of the referral. Feedback received concerning this intervention was positive.

Assistance with the interpretation of the results on the Nelson-Denny Test and on the practice Medical College Admission Test was provided upon request during the school year. Statistical analysis of the Academic Profile group data was also done upon request by the Division of Academic Affairs.

Approximately 1,551 persons were administered tests by the staff of the Center during the past year.

Two hundred Forty-five (245) students participating in a study of "Learning Styles." A study on reading comprehension has been started. The findings revealed that the students participated in this study utilized a variety of learning styles. However, the findings also revealed that their study skills were at times ineffective, which resulted in poor performance on examinations.

Academic Advising

The goals and accomplishments of the Academic Advising/Retention program are for the 1989-90 academic year as outlined.

1. To provide academic advising support services to students and advisors.
2. To continue to host the "Major Expo" and "South Carolina Historically Black Colleges" Advising and Retention Conference.
3. To assist with the planning and implementation of Orientation activities.
4. To closely monitor the needs of students who are on Academic Probation.

Support Services: A total of 873 reviews of students' academic progress were completed. Referrals for specific problems were also made when deemed necessary.

Major Expo: Both events were well attended; 942 students participated in "Major Expo" and 65 individuals representing 7 colleges, took part in the conference. This year's theme was "Power Learning: A Success Formula for Students."

Orientation: Ratings of the contribution made by this area have been positive.

Academic Probation: Each student who is on academic probation is contacted and arrangements are made to provide counseling and tutorial services as required.

THE OFFICE OF LEGAL COUNSEL

The Office of Legal Counsel was created in 1983 to be the official legal representative for South Carolina State College. This position is a part of the executive division of the Administration and reports directly to the President. It is the mission of the office to provide legal representation to the College and to advise the Administration and various departments on all legal matters. One of its primary goals

is to attempt to limit the exposure of the college to liability by sponsoring programs and workshops designed to educate the Administration, faculty and staff members on legal issues pertaining to higher education.

Fiscal year 1988-89 was a year of transition for the Office of Legal Counsel. Attorney JAE Jones resigned his position as Legal Counsel after more than four years of service to the Institution. Gwendolyn L. Fuller, Esquire, was hired in November, 1988, as the Office's new legal representative.

The following is a list of proposed goals and objectives for the upcoming fiscal year:

1. To develop a legal-forms notebook for the use of Administrators and other supervisory personnel;
2. To conduct seminars in conjunction with other departments to educate and train administrators, faculty and staff on developments in the law pertaining to higher education;
3. To establish a computerized form-file for all routine correspondence and contracts;
4. To develop a newsletter that addresses legal issues pertaining to higher education and policies and procedures of South Carolina State College;
5. To reorganize the office filing system; and
6. To establish risk management systems by identifying problem areas and developing programs for those specific areas.

The Office has already started working toward accomplishing these goals.

APPENDIX I

STATISTICAL REPORT OF CAMPUS STUDENTS

FEMALE HOUSING -- 1990

Name	Designed Capacity	Semester	
		Fall	Spring
Bradham	140	140	
Earle	79	89	
Manning	144	144	
Mays II	130	130	
Miller	62	86	
South Campus	120	120	
Truth	432	432	
Williams	140	140	

MALE HOUSING -- 1990

Bethea	386	386	
Lowman	126	143	
Mays I	140	140	
Mitchell	144	144	
South Campus	100	100	

QUEENS' VILLAGE (married student housing)

Fall Semester

Number of Apartments
32

Occupancy
29

APPENDIX II

FINANCIAL AID TO STUDENTS

No. Receiving	1987-88		No. Receiving	1989-90	
	Amt. Received	Avg. Per. Student		Amt. Receiving	Avg. Per. Student
3,671	7,030,639	1,700	3,354	6,939,483	2,069

Estimated percentage breakdown of categories of family income.

Income Category	Percent
\$ 0 to 5,999	35
6,000 to 11,999	30
12,000 to 17,000	22
18,000 or more	13

The total amount of aid roughly breaks down as follows:

Loans	\$2,087,223
Jobs	338,942
Scholarships and Grants	\$4,513,318.

STUDENT AID PROGRAMS

Loans

	No. of Students	Amount
National Direct Student Loans ...	326	\$ 214,910
State Guaranteed Loans	1,357	1,872,313

Part-time Jobs

College Work-Study Program	367	\$ 293,967
Cafeteria Job	65	44,975

Grants

	No. of Students	Amount
The Pell (BASIC) Grant	2,372	\$3,119,568
Supplemental Educational Opportunity Grant	982	601,750

APPENDIX III

CAREER DEVELOPMENT CENTER SOUTH CAROLINA STATE COLLEGE

FOLLOW-UP CLASS 1989

Departments	No. Students	No. Employed	Military	Graduate School	Unknown
*Behavioral Sciences	21	10	1	2	8
*Business Administration .	236	130	13	20	73
*Communications	12	6	0	2	4
**Human Services	54	27	4	4	19
*Mathematics & Computer Science	37	18	3	3	13
Modern Languages	0	0	0	0	0
*Natural Sciences	26	10	3	7	6
Political Science & History	15	5	2	2	6
Education	24	21	1	2	0
Library Science	0	0	0	0	0
*Visual & Performing Arts	0	0	0	0	0
Health & Physical Ed. ...	2	2	0	0	0
*Home Economics	18	11	2	1	4
*Industrial Education & Engineering Tech.	<u>38</u>	<u>24</u>	<u>5</u>	<u>0</u>	<u>9</u>
TOTALS	483	264	34	43	142

TOTAL EMPLOYED KNOWN 341

TOTAL UNKNOWN 142

* Includes - Education

** Includes - Speech Pathology and Nursing

APPENDIX IV

FRESHMAN ENROLLMENT BY COUNTIES FALL, 1989

Abbeville	5	Hampton	5
Aiken	8	Horry	8
Allendale	4	Jasper	4
Anderson	9	Kershaw	5
Bamberg	16	Lancaster	5
Barnwell	12	Laurens	5
Beaufort	7	Lee	8
Berkeley	34	Lexington	17
Calhoun	8	McCormick	5
Charleston	67	Marion	8
Cherokee	8	Marlboro	13
Chester	3	Newberry	8
Chesterfield	3	Oconee	2
Clarendon	22	Orangeburg	151
Colleton	8	Pickens	4
Darlington	17	Richland	93
Dillon	5	Saluda	4
Dorchester	12	Spartanburg	17
Edgefield	4	Sumter	27
Fairfield	10	Union	5
Florence	25	Williamsburg	38
Georgetown	24	York	15
Greenville	33		
Greenwood	13	Grand Total	804

OUT-OF-STATE RESIDENCE OF FIRST-TIME
UNDERGRADUATE STUDENTS

FALL SEMESTER, 1989

	Freshmen	Transfers	Total
Alabama	1	1	2
Arizona	1	0	1
California	4	0	4
Connecticut	6	1	7
Delaware	2	0	2
Dist. of Columbia	3	1	4
Florida	29	2	31
Georgia	63	5	68
Illinois	3	1	4
Indiana	0	1	1
Kentucky	1	0	1
Maine	1	0	1
Maryland	9	0	9
Massachusetts	4	0	4
Michigan	2	0	2
Mississippi	1	0	1
Montana	1	0	1
New Jersey	16	0	16
New York	45	4	49
North Carolina	16	1	17
Ohio	6	0	6
Oregon	1	1	2
Pennsylvania	12	1	13
South Carolina	787	132	919
Texas	1	0	1
Utah	1	0	1
Vermont	1	0	1
Virginia	9	0	9
TOTAL	1026	151	1177

**TOTAL FALL REGISTRATION
1989-1990**

	1989	1988	1987	1986	1985
Total Undergraduates ..	4,403	3,864	3,531	3,359	3,484 3,683
Out-of-State	539 (12.24%)	435 (11.3%)	327 (9.3%)	287 (8.8%)	347 (10.0%)
In-State	3,874	3,429 (88.7%)	3,204 (90.7%)	3,072 (91.5%)	3,137 (90.0%)
Total Graduates	444	535	578	532	680 543
Total Undergraduates and Graduates	4,847	4,399	4,109	3,891	4,164 4,226
Total Out-of-State	539	448	335 (8.2%)	289 (7.4%)	365 (8.8%)
Total In-State	4,318 (87.76%)	3,951 (89.8%)	3,774 (91.8%)	3,602 (92.6%)	3,799 (91.2%)
3,844 (90.0%)	3,725 (90.35%)				

APPENDIX V

INSTRUCTIONAL AND ACADEMIC ADMINISTRATIVE PERSONNEL ACADEMIC PREPARATION BY SCHOOL/AREA

1989-90

School, Arts and Sciences	Doctorate		Master's +2 Years		Master's +1 Year		Master's		Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Art	3	75.00%	0	0%	0	0.00%	1	25.00%	4
English	10	40.00%	3	12.00%	5	20.00%	7	28.00%	25
Mathematics/Computer									
Sciences	9	50.00%	4	22.22%	3	16.66%	2	11.11%	18
Modern Languages	2	50.00%	2	50.00%	0	00.00%	0	0.00%	4
Music	6	60.00%	0	0.00%	0	0.00%	4	40.00%	10
Natural Sciences	17	77.27%	3	13.63%	1	4.54%	1	4.54%	22
Political Sciences/History	7	77.78%	1	11.11%	0	0.00%	1	11.11%	9
Psychology/Sociology	7	100.00%	0	0.00%	0	0.00%	0	0.00%	7
Total, Arts and Sciences	61	61.61%	13	13.13%	9	9.09%	16	16.16%	99
School of Business									
Accounting and MIS	1	20.00%	4	80.00%	0	0.00%	0	0.00%	5
Agribusiness/Economics	6	75.00%	2	25.00%	0	0.00%	0	0.00%	8
Business Administration	5	33.33%	5	33.33%	2	13.33%	3	20.00%	15
Total, School of Business	12	42.85%	11	39.28%	2	7.14%	3	10.71%	28
School of Education									
Counselor Education	7	87.50%	0	0.00%	1	12.50%	0	0.00%	8
Elementary Education	7	63.64%	4	36.36%	0	0.00%	0	0.00%	11
Education Administration	7	100.00%	0	0.00%	0	0.00%	0	0.00%	7
Health and Physical Ed.	5	45.45%	2	18.18%	3	27.27%	1	9.09%	11
Total, School of Education ...	26	70.27%	6	16.21%	4	10.81%	1	2.70%	37
School, Engineering Technology									
Civil and Mechanical	6	75.00%	0	0.00%	0	0.00%	2	25.00%	8
Industrial and Electrical	5	45.45%	3	27.27%	0	0.00%	3	27.27%	11
Total, Engineering Tech.	11	57.89%	3	15.78%	0	0.00%	5	26.31%	19
School of Freshman Studies									
	1	6.25%	1	6.25%	2	12.50%	12	75.00%	16

School of Home Economics and
Human Services

Home Economics	4	36.35%	1	9.09%	2	18.18%	4	36.36%	11
Human Services	2	20.00%	2	20.00%	6	60.00%	0	00.00%	10
Speech Pathology	5	55.55%	1	11.11%	1	11.11%	2	22.22%	9
Nursing	1	20.00%	1	20.00%	1	20.00%	2	40.00%	5
Total, Home Economics and Human Services	12	34.28%	5	14.28%	10	28.57%	8	22.85%	35
Vice President, Deans & Other ..	10	100.00%	0	0.00%	0	0.00%	0	0.00%	10
Total 88-89	133	54.51%	39	15.98%	27	11.06%	45	18.44%	244
Total 87-88	132	54.09%	37	15.16%	31	12.70%	44	18.03%	244

APPENDIX VI

PROGRAM OFFERINGS

Area of Study	Bachelor's	Master's	Degrees Offered		Under- graduate Concen- tration	Other Offerings		
			Master's in Education	Doctoral/ Specialist		Teacher Certifi- cation	Under- graduate Minor	Graduate Courses Only
Agribusiness	X	X					X	
Accounting	X						X	
Art							X	
Art Education	X					X	X	X
Art-Printmaking	X							
Biology	X		X			X	X	
Black Studies	X							
Business	X						X	
Business Education	X		X			X	X	
Chemistry	X		X			X	X	
Child Development/Early Childhood Education.....	X					X	X	X
Civil Engineering--Tech	X							
Computer Science	X						X	
Counselor Education	X		X					
Criminal Justice	X						X	
Drama	X					X		
Economics	X						X	X
Educational Administration ..				X				
Elementary Education	X		X			X		
Electrical Engineering Tech..	X							
Electro-Mechanical Option								
Energy Use and Conservation Technology							X	
English	X		X			X	X	
French	X					X	X	
Food & Nutrition	X	X						
General Business Admin.	X						X	
German							X	
Health Education	X					X	X	
Home Economics Education	X					X	X	X
History	X					X	X	X
Home Economics	X		X					X

Individual & Family

Development	X				
Industrial Education	X		X		
Industrial Engineering Tech..	X				
Management	X				
Marketing	X			X	
Mathematics	X	X	X	X	
Mechanical Engineering Tech..	X				
Music				X	
Music Education	X		X	X	X
Nursing (Post RN)	X				
Nutritional Science		X			
Office Administration	X			X	
Physical Education	X		X	X	
Physics	X			X	
Political Science	X			X	X
Public Administration			X		
Pre-Law Option			X		
Psychology	X			X	
Reading Education			X	X	
Rehabilitation Counseling ...	X				
Sociology	X			X	
Social Studies	X	X	X	X	
Social Welfare	X				
Spanish	X		X	X	X
Special Education	X	X			
Gifted/Talented		X	X	X	
Emotionally Disturbed		X	X	X	
Learning Disabilities		X	X	X	
Mental Retardation		X	X	X	
Speech Pathology & Audiology	X	X	X		

Pre-Professional Programs -- No Degree Offered

Pre-Agriculture
Pre-Dentistry
Pre-Medicine
Pre-Nursing
Pre-Optometry
Pre-Veterinary Medicine

APPENDIX VII

FEDERAL, STATE AND PRIVATELY FUNDED PROGRAMS 1989-90

FUNDING AGENCY	PROJECT TITLE	PROJECT PERIOD	AMOUNT
1. HHS Public Health Services (NIH)	MBRS - Oxygen Carrying Protein Porphyrins Director: Dr. N. Datta-Gupta	06/01/89-05/31/90	\$ 80,593.00
2. HHS Public Health Services (NIH)	MBRS - Oxygen Carrying Protein Porphyrins Director: Dr. N. Datta-Gupta	06/01/90-05/31/91	\$ 82,397.00
3. HHS Public Health Services (NIH)	MBRS - Minority Biomedical Research Support Program Director: Dr. Leroy Davis	06/01/89-05/31/90	75,770.00
4. Department of Education	Student Support Services Director: Mrs. E. Elizabeth Ray	10/01/89-09/30/90	114,589.00
5. U. S. Dept. of Education	Title III, HBCU Director: Ms. Gloria D. Pyles	10/01/88-09/30/89	917,734.00
6. U.S. Dept. of Education	Patricia Roberts Harris Graduate & Professional Study Fellowship Program Director: Dr. J. Ronald Quinn	08/31/88-08/01/89	176,000.00
7. U. S. Dept. of Agriculture	Strengthening Educational Capacities in the Food and Agricultural Sciences Directors: Dr. Lillie B. Glover Dr. Emmanuel Onunkwo	09/15/87-09/30/91	102,496.00
8. U.S. Dept. of Energy	Composition of Phytoplankton Communities & Their Contribution to Second Productivity in Carolina Bays on the SRP Site Director: Dr. John Williams	08/01/88-09/26/91	185,691.
9. National Science Foundation	Genetic Analysis of Production and Perception of Pheromonal Courtship Signals Director: Dr. Davis Scott	09/89-02/93	161,800

10.	U.S. Department of Health and Human Services	Scholarships for the Undergraduate Education of Professional Nurses Grant Program Director: Dr. Debra Austin	8/89-6/90	10,140.00
11.	South Carolina Project Access	National Science Foundation Director: Dr. James H. Arrington	9/89-2/92	100,000.00
12.	U.S. Agency for International Development	Economic Evaluation of Alternative Investment Opportunities in Upland Agriculture, Central & East Java Indonesia Director: Dr. Suresh Londhe	07/89-07/91	99,986.00
13.	U.S. Agency for International Development	Economic Evaluation of the Impact of Research and Extension on Selected Root Crops in the Philippines Director: Dr. Patricia Frazier	09/89-09/91	99,923.00
14.	U.S. Department of Education	Title III Strengthening Historically Black College & Universities Program Director: Ms. Gloria D. Pyles	10/89-09/90	1,002,639.00
15.	National Institute of Health	Minority Biomedical Research Support Program (Supplement) Directors: Dr. James B. Stukes Dr. Datta-Gupta	03/15/90-05/31/90	33,586.00
16.	Department of Health & Human Services, Public Health Service	Determination of the Factors Which Regulate Partition of R6 in E. Coli. Director: Dr. James Stukes	06/01/90-05/31/91	47,702.00
17.	U.S. Department of Education	Title III Strengthening Historically Black Colleges & Universities Program	10/90-09/91	1,347,746.00
18.	National Science Foundation	SCSC REU Site with Aquatic Ecology Focus Directors: Dr. John B. Williams Dr. Frank Weaver Mrs. Rosa Perry	05/90-10/90	42,586.00
19.	National Science Foundation	Undergraduate Civil & Mech. Engineering Technology Laboratory Development Director: Dr. H. Naseri-Neshat	04/90-09/92	36,696.00

20.	Office of Naval Research	Marine Science Initiative at SCSC Directors: Drs. James B. Stukes, Andrew Koli, Frank Weaver & Ajoy Chakrabarti	05/90-05/93	450,000.00
21.	NASA	A Proposal for Interactive Video Teleconferencing Utilizing a Dedicated Satellite Receiver Directed at the NASA Transponder Director: Mr. James Brown	05/90-11/90	10,500.00
22.	U.S. Tennis Association	Tennis Enrichment for Limited Resource National Youth Sports Program Participants With Advanced Tennis Motor Skills Director: Dr. Kenneth Mosely	06/90-07/90	2,000.00
23.	Westinghouse Savannah River Company/Dept of Energy	Effects of a Science Enrichment Program on the Attitudes of Limited Resource Youth Towards Careers in Math and Science Director: Dr. Kenneth Mosely	06/01/90-09/30/90	37,000.00
24.	Westinghouse Savannah River Company/Dept. of Energy	Science Student Enrichment Program: Learning Skills for the Science Student Director: Dr. Carl Clark	07/15/90-9/30/90	12,131.50
1890 Research Projects				
25.	U.S. Department of Agriculture, CSRS	Home Intervention: The Effects on Rural Head Start Children's Achievement and "Home" Scores	05/15/86-09/03/91	128,392.00
26.	U.S. Department of Agriculture, CSRS	Higher Level Thinking Skills Director: Dr. Helen Brantley	07/01/87-06/30/92	50,852.00
27.	U.S. Department of Agriculture, CSRS	Selected Air Pollutants Affecting Cellular Events in Seed Germination Director: Drs. A. Chakrabarti & J. Jenkins	05/01/89-04/30/94	66,838.00
28.	U.S. Department of Agriculture, CSRS	Oxygen Carrying Porphyrin-Protein Complexes-Phase Two Director: Dr. N. Datta-Gupta	07/01/86-06/30/91	102,672.00
29.	U.S. Department of Agriculture, CSRS	Quality of Well-Being of the Rural Southern Elderly: Food,	10/01/86-09/30/89	54,600.00

	Clothing, Shelter		
	Directors: Drs. Lillie Glover & Mrs. Hattie Evans		
30.	U.S. Department of Agriculture, CSRS	Measurements of Selected Trace Elements in Fresh Fish, Meats and Processed Meats Director: Dr. Andrew Koli	02/08/90-09/30/94 21,900.00
31.	U.S. Department of Agriculture, CSRS	Small Farm Profitability, Risk, and Diversification in S.C. Director: Dr. Stephen Kyereme	12/05/88-09/30/92 35,383.00
32.	U.S. Department of Agriculture, CSRS	Analysis of Factors Determining the Economic Viability of Small Farms in S.C. Directors: Drs. Suresh Londhe & Haile Selassie	05/12/86-08/10/90 73,293.00
33.	U.S. Department of Agriculture, SCSR	An Investigation of Learning Styles of College Students in Selected Schools in S.C. Director: Dr. Doris Matthews	05/01/89-04/30/94 72,221.00
34.	U.S. Department of Agriculture, CSRS	An Empirical Analysis of Agency Utilization Between Service Seekers and 1890 Extension Clientele	07/01/87-06/30/92 102,462.00
35.	U.S. Department of Agriculture, CSRS	Farmer Attitudes and Declining Rural Landownership in Selected Counties of S.C. Dr. John Simpson	05/12/87-08/09/91 92,758.00
36.	U.S. Department of Agriculture, CSRS	Impact of Organization Management on Service Delivery to Limited Rural Resource Clients	04/01/88- 98,267.00
	Sub-Total		\$6,294,933.50
PRIVATELY FUNDED PROGRAMS			
37.	SME MEE Foundation Grant	SME Manufacturing Engineering Education Foundation	07/89-06/90 8,195.00
38.	W.K. Kellogg	Agro-Medicine Speech Pathology and Audiology	02/01/90-01-31/91 12,745.00

Department of Home
Economics

Directors: Drs. Harold Powell
Mariam M. Abernathy

39. IBM	Center for Padagogy & Application of Computer Technology (C-PACT) Director: Dr. Earline M. Simms	01/90-01/31/91	5,000.00
40. AT&T Corporation	Computer Assisted Instruction in Business Director: Dr. Karl Wright	10/89-10/94	\$400,000.00
41. General Dynamics Valley Systems Division	Effects of Oxygen Partial Pressure on the Onset of Superconductivity in the 1-2-3 Materials Directors: Drs. James & Linda Payne	03/90-12/90	20,000.00
42. Westinghouse Foundation	Westinghouse Institutional Enhancement Program Director: Dr. Edward Jackson	01/90-01/95	100,000.00
	Sub-total		545,940.00

STATE FUNDED PROGRAMS

43. S.C. Commission on Higher Education	Project STARS Director: Dr. Judith Salley	89/90	18,212.00
44. S.C. Commission on Higher Education	Project Tri-Stars (Planning Grant) Director: Dr. Judith Salley	89/90	5,000.00
45. Small Business Development Center	Small Business Administration Director: Mr. John W. Gadson	01/01/90-12/31/90	142,376.00
46. S.C. Department of Education	Home Economics Education Director: Dr. Leola Adams	07/89-06/90	28,953.00
47. S.C. Department of Education	Industrial Teacher Education- Trade & Industrial Education Vocational Field Director: Dr. Ashland Brown	07/89-06/90	24,767.00
48. S.C. Department of Education	Development of Child Development Curriculum Guide Director: Dr. Leola Adams	07/88-06/89	17,002.00

49.	S.C. Commission on Higher Education	Teenage Parents Educational and Occupational Aspirations & Preparations	07/01/89-06/30/90	73,065.00
50.	S.C. Department of Highways & Public Transportation	Cost Effective Maintenance System for Transportation Provider Director: Dr. Tom Whitney	09/89-12/90	12,901.00
51.	S.C. Department of Education	Subcontract-UCS (Columbia) BSAP-Science Director: Dr. Joe Fuller	03/89-12/91	10,788.00
52.	National Institute of Justice	Subcontract-USC (Columbia) Prevention of Drug Abuse and Addiction in SC's Black Communities Directors: Dr. Helen Brantley Dr. Donald Small	10/89-06/91	25,000.00
53.	S.C. Department of Education	Consumer Education Curriculum Guide Directors: Dr. Leola Adams	07/89-06/90	17,254.00
54.	S.C. Humanities Council	Maude Callen, Nurse mid-wife, A Photographic Essay Dr. Leo Twiggs	03/90-06/90	991.00
55.	S.C. Department of Education	Home Economics Teacher Education Program Director: Dr. Leola Adams	07/89-06/90	28,953.00
56.	S.C. Department of Highways & Public Transportation	Subcontract-Clemson University Transportation Technology Transfer Service Director: Dr. Tom Whitney	01/90-12/90	13,000.00
57.	S.C. Department of Highways & Public Transportation	SCSC Entrepreneurial Development Program (EDIP) Director: Mr. John Gadson	03/90-03/91	37,517.00
58.	Balance of State Private Industry Council Employment and Training Division	Project for Achievement and Career Exploration (PACE) College Connection (Job Training Partnership Act College Connection Residential Program)	06/90-09/90	<u>35,000.00</u>
		Sub-Total		<u>490,779.00</u>
		GRANT TOTAL		<u>\$7,331,165.50</u>

APPENDIX VIII

PRESIDENT'S OFFICE

Publication of Documents

Faculty and Staff Directory -- NOT FOR PUBLICATION
Annual Report (sent to State Library each year)

Publication of Documents

"South Carolina State College Review"
"South Carolina State College News and Views"
"The South Carolina State College Alumni Directory of 1987"
"Information Technology Plan"
"Capital Improvement Plan"
"Affirmative Action Plan"
"Policies and Procedures Manual for Application and Administration of Grants and Contracts"

VICE PRESIDENT FOR STUDENT AFFAIRS' AREA

Listed below are the brochures, handbooks and guides published in the Student Affairs' area:

- Student Handbook -- Dates & Data '89
- Residence Hall Assistants Guide
- Handbook for Advisors to Organizations
- Academic Advising Handbook
- Alcohol Abuse Handbook
- What About? A Guide to New Students
- Orientation for Parents and New Students (brochure)
- Orientation
- Welcome to Residence Hall Life
- Academic Adjustment & Career Satisfaction
- Student Financial Aid Handbook
- Aids Peer Education Training Manual

Brochures

- Career Development "An Unbreakable Chain"
- Co-op Education For: Experience, Work, Self-Confidence, Maturity, Human Relations, Responsibility & Earnings
- Academic Advising Handbook
- Student Handbook (Handicapped/Disabled Student Services)
- Faculty Handbook (Handicapped/Disabled Student Services)
- Academic Advising Program
- SCSC Student Life
- Reaching Out
- Academic Advising Support and Retention Programs

- Hotline
- Tutoring
- Restaurant Map of Orangeburg
- Student Health Service Promotes/Provides Good Health

PUBLICATIONS OF FACULTY

Department of Art

Twiggs, Leo F., "The Arts are Basic", a magazine of the South Carolina Arts Commission, November - January 1989, p. 5.

Department of English

Belcher, Eloise U.; George, James M.; Larkin, J. A.; McFadden, J. L.; Parler, N. P.; and Powell, D. L.; Humanities--Life Styles and Human Values. 2nd. ed. Vols. I, II, III. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1982.

Belcher, Eloise U.; George, James M.; Larkin, J.A.; McFadden, J.L.; Parler, N. P.; and Powell, D. L. An Explication of the Rubaiyat of Omar Khayyam in Humanities: Life Styles and Human Values, Vol. I, pp. 267-270, 1976; rev., 1982.

Belcher, Eloise U.; George, James M.; Larkin, J. A.; McFadden, J. L.; Parler, N. P.; and Powell, D. L. Welcome, Vinie, Once More and Always--1989 (Welcome, Vinie, Once More and Always is an article that has been accepted for publication in the department of English NEWSLETTER to appear in April, 1989.)

Belcher, Eloise U.; George, James M.; Larkin, J. A.; McFadden, J. L.; Parler, N. P.; and Powell, D. L. Innovative Teaching of James "The Real Thing": A Descriptive and Evaluations is an article to be submitted to the editorial committee of Explorations in Education for inclusion in the summer edition, 1989.)

Faggett, Harry L. Lines To A Little Lady (Poetry, 2nd Edition - with Cassette in 1988).

Greene, Ghussan R. "The Contributions of Black Women to American Politics and Government." The Contributions of Black Women to America 1776-1977 (WEE A Project). Kenday Press: Columbia, South Carolina, 1982.

Greene, Ghussan R. "Hausman Since 1936 - Popular Responses and Professional Revaluations in America." Hausman Society Journal, 1986.

Washington, Sarah M. "Using Critical Thinking Skills in Teaching Reading." Published in the ERIC System 1990.

Department of Mathematics and Computer Science

Books:

Boettler, James L. and H.L. Capron. Computers: Tools For an Information Age, Instructor's Edition with Annotations. (2nd ed.), The Benjamin/Cummings Publishing Company, Inc., 1990.

Hugine, Andrew; Jenkins, Patricia; Krishna, M.V. Gopola; Myers, Leon. Precalculus Mathematics: An Intuitive Approach, Kendall/Hint, 1990, to be published.

Articles:

- Keller, James E. "Table-Building versus Translation Problem-Solving Procedures and Students' Understanding of Variables." Submitted to The Mathematics Teacher for publication, 1989.
- Keller, James E. "The Relationship of Underprepared College Intending High School Seniors' Attitudes Toward Mathematics to Mathematics Achievement." Submitted to the Journal for Research in Mathematics Education for publication, 1989.
- Krishna, M.V. Gopala. "An Explicit Method for Extended Stability." To be submitted for publications: S.I.A.M. Journal.
- Turner, A. Mason. "Problems of Fitting Technology into Teaching." IBM Workshop: Using Computer Laboratory to Train Future Teachers, Atlanta, Georgia, March 26-30, 1990, to be submitted for publication.

Department of Natural Sciences

- Williams, John B. and John E. Pinder III. Ground water flow and runoff in a coastal plain stream. Water Resources Bulletin 26(2): 1-10. 1990.
- Scott, D. and R.C. Richmond. Sperm loss by remating Drosophila females, J. Insect Physiol., in press, 1990.
- Scott, D. and L.L. Jackson. The basis for control of postmating sexual attractiveness by Drosophila Melanogaster females. Animal Behavior, in press. 1990

Political Science and History

- Harrold, Stanley. "The Intersectional Relationship Between Cassius M. Clay and The Garrisonian Abolitionists," 25 Civil War History (1989): p. 101-119.
- Hill, Rickey. "Race, Development and the Character of Black Political Life in Bogalusa, Louisiana," in Gaventa, Smith, and Willingham, Communities in Economic Crisis: Appalachia and the South, (Philadelphia: Temple University Press, 1990.)
- Hill, Rickey. "Congressional Reapportionment and Black Empowerment in South Carolina," in The Columbia Urban League, The State of Black South Carolina, 1990, (Columbia, 1990)

Department of Business Administration

Books:

- Kelly, Alvin M. Donominational Management: Text and Cases. Co-authored with Firth & Phillips, Andrew University Press, 1978.
- Kelly, Alvin M. Managerial Finance, Gitman L. Book Reviewer, 1986, Harper & row: New York, (A senior undergraduate and first year graduate textbook)
- Kelly, Alvin M. Auditing, A Programed Approach, 1987, Richard D. Irwin Company, Edited.
- Kelly, Alvin M. Management Training Manual For First-Line Supervisor, 1983, Private Publisher.

Articles:

- Beraho Enoch K. "Albino and Nonpolyplaid Mutants Induced by Calchicine in Sorghum," Journal of Heredity, Vo. #62.

- Beraho, Enoch K. "Uganda: Background of the Current Political Upheavals," The Weekly Topic.
- Beraho, Enoch K. "Down's Syndrome Revisited," Explorations in Education, Vol. 19.
- Beraho, Enoch K. "Examining the Gap Between Theory and Practice: Motivation," Explorations in Education (Pending).
- Beraho, Enoch K. "Trends in International Mergers and Acquisitions: Is Japan Buying USA?," Business Quarterly, Fall, 1990.
- Kelly, Alvin M. "Consumer Attitudes Toward Foreign Products Marketed in the Domestic Market," Tennessee Business.
- Martinez, Zaida L. "Multinational Parent Companies' Influence Over Human Resource Decisions of Affiliators: U.S. Firms in Mexico." Journal of International Business Studies.
- Martinez, Zaida L. "Recent Developments in International Research," Journal of Management.

Department of Agribusiness & Economics

- Londhe, Suresh R., Nerelito P. Pascual, Kimberly Van Wagner, Fe Gabunada, and Robert S. Pomeroy. "Adoption and Economic Viability of the Sloping Agricultural Land Technology on Small Upland Farms, Eastern Visayas, Philippines." Research Report submitted to United States Agency for International Development, 1989.

Department of Accounting

- Onifade, Emmanuel. Auditors Ability to Resist Management's Pressure: A Cross-national Study (Unpublished paper edited by Dr. Al Leitch, University of South Carolina).
- Onifade, Emmanuel. A Cross-national Study of the Influence of International Code of Ethics on the Auditors' Performance of Attest Function (Edited by Dr. Brian Toyne, University of South Carolina).
- Onifade, Emmanuel. An Application of Instrumentality Model for Predicting Auditors Behavior: A Cross-national Study. (Edited by Dr. Al Leitch, University of South Carolina).

Department of Education

- Brantley, H. and Small, D. Behavior Modifications: Thinking and Test Taking, Kendall/Hunt Publishing Company Agreement, April, 1990.
- Cantey, D.S. Ashriiel Ira Mose: Encounter with an unforgettable Teacher from "The Islands," Teaching Education (in press), 1990.
- Frishberg, Barry. "So You Want to Lose Weight", Outlook, Department of Health and Physical Education, South Carolina State College, Orangeburg, SC, Vol. I, November, 1990.
- Heggins, Martha Adams. "Excellence in Education: A Model for Curriculum", ERIC/EECE, University of Illinois, 805 W. Pennsylvania, Urbana, Illinois, January 1990.
- Heggins, Martha Adams. "Child Sexual Abuse - A Research Prospective," Explorations in Education. South Carolina State College.
- Heggins, Martha Adams and Gwen Nall-NiiLampti. "Straight Talking for Targeted Preschoolers: A Substance Abuse Prevention Manual,"

- ERIC/EECE, University of Illinois, 805 W. Pennsylvania. Urban, Illinois, Spring, 1990.
- Hornsby, H.H. "State Legislatures: Educational Policy Making and Oversight," Teaching Political Science, Heldref Publications.
- Hornsby, H.H. & K.W. Alexander, "Principal Evaluation: Criteria as Seen by Principals and Teachers," The Palmetto Administrator, Vol. 3, No. 2, p. 39 (1989).
- Hornsby, H.H. and C.G. Williams, Educational Form," Business & Economic Review, Vol. 35. No. 2, p.33. (1989).
- Hornsby, H.H. "Education and the Economy" Resources in Education (RIE), ERIC.
- Matthews, D.B. Relaxation Theory for Rural Youth (Research Bulletin No. 46. Orangeburg, South Carolina, South Carolina State College, Office of 1890 Research.
- Matthews, D.B. "A Comparison of Burnout in Selected Occupational Fields. Career Development Quarterly, 38(8), 230-238.
- Matthews, D.B. A Study of School Effort in Relationship to Students At-Risk", Clemson Kappan, 9(2), 27-30.
- Mosely, Kenneth D. "Comprehensive Analysis Between Beginning and Experienced Teachers' Perceptions of At-Risk Students", Research Abstract, Annual Conference of Southeastern Regional Association of Teacher Educators, November, 1989.
- Mosely, Kenneth D. "A Tribute to Two Giants", Outlook, Department of Health and Physical Education, South Carolina State College, Orangeburg, SC, Vol. I, November, 1989.
- Simms, Earline M. "Monitoring: Student, Faculty, and Change", Chapter 7. In Improving Teacher Education: A Conscious Choice by Johnnie R. Mills, et al. New York: Kendall/Hunt Publishing Company, pp. 87-99.
- Williams, C.G. & Hornsby, H.H. "Vocationalism in U.S. and U.K. High Schools," Economic of Educational Review, Vol. 8, No. 1, p. 37-47.

Department of Home Economics

- Boutte, G., M. Jones, V. Tyler, and L. Williams "Effective Techniques for Involving Low-Income Parents in Their Children's Educational Process," Developing Skills for Helping At-Risk Families, Bulletin for Counseling and Development-25 Annual Conference, February, 1989.
- Boutte, G., D. Keepler, S. Gamble, and B. Terry. "Effective Approach for Assisting 'At Risk' Families Through Home Intervention." Developing Skills for Helping At Risk Families, Bulletin for S.C. Association for Counseling and Development - 25 Annual Conference, February, 1989.
- Boutte, G. "The Effects of Home Intervention on Home Environment, Achievement Scores, and Academic Self-Esteem", Bulletin of the South Carolina Academy of Science, Volume LI, 1989.

School of Engineering Technology

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Department of Speech Pathology and Audiology

Haggerty, R.F., R.C. Haggerty, W.L. Gould and R.M. Haller, the surgical-prosthetic method of cleft lip and palate care: development of a comprehensive program. The Journal of the South Carolina Medical Association, volume 85, December (1989).

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Department of Counselor Education and Psychological Foundations

Stroman, S.D. "Upgrading The Problem-Solving Skills of Faculty at South Carolina State College", (1990) Education, Volume 110, Number 3.

Stroman, S.D. "One's Real Worth is Measured by our Contribution to Others," College Student Journal, Volume 24, Number 1.

APPENDIX IX

SOUTH CAROLINA STATE COLLEGE FINANCIAL SUMMARY -- FISCAL YEAR 1989-90

Current Funds:

Education and General Revenue	
Student Fees	\$ 6,056,117
Appropriations	20,665,043
Gifts, Grants and Contracts	10,492,619
Other Revenue	841,293
Total Revenue (Education and General).....	<u>\$38,055,072</u>
Auxiliary Services	9,986,298
Grand Total Current Fund Revenue	<u>\$48,041,370</u>
Education and General Expenditures	
Instruction	\$12,855,373
Academic Support	4,458,557
Research	1,677,196
Public Service	1,475,665
Student Services	2,283,855
Institutional Support	5,357,097
Operation & Maintenance of Plant	4,136,245
Scholarships and Fellowships	5,368,290
Total Expenditures (Educational & General)	<u>37,612,278</u>
Auxiliary Services	9,292,471
Mandatory Transfers:	
To Debt Service	844,389
Non-Mandatory Transfers:	
From Endowment Funds (Landscript)	(5,754)
To Loan Funds	669,878
To Debt-Service Funds	---
Total Expenditures & Transfers	<u>48,413,262</u>
Other Additional/(Deductions)	
Addition to Plant Funds	---
Excess of Restricted Receipts over	
Transfers to Revenues	---
Net Increase (Decrease) in Fund Balance	\$ <u>(371,892)</u>

Capital Funds (1968-69 -- 1980-90

State Capital Improvement Bonds Authorization	
Authorization Prior to 1980-88 (Including	
Handicap Access Allocation)	\$19,347,400
1980-88 Authorization (School of Business)	3,300,000
Total Capital Improvements Bonds Authorized	<u>22,647,400</u>
Tuition Authorized for Capital Improvements	9,432,755
Housing Revenue Bonds	3,760,000
Donations for Capital Improvements	150,000
Total Capital Funds	<u>35,990,155</u>
Less: Capital Funds Drawn Through 6/30/90	33,337,495
Total Funds Remaining to be Drawn at 7/1/90	<u>2,652,660</u>

APPENDIX X

TOTAL EXPENDITURES BY OBJECT CLASSIFICATION FOR YEAR 1989-90

Personnel	\$27,758,066
Contractual Services	3,318,094
Supplies	1,592,630
Travel	504,387
Equipment	2,733,746
Other Expenditures and Transfers	<u>12,506,339</u>
TOTAL	<u>\$48,413,262</u>